

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140036 P015B140036

Georgetown University

Georgetown University Asian Studies Program

**Application for National Resource Center (East Asia)
and FLAS Fellowship Program**

CFDA No. 84.015A and B

Grant Cycle 2014-2018

Submitted June 30, 2014

Victor D. Cha, Director

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

Cha-DOEDNRCFLAS_06-30-14

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

N/A

State Use Only:

6. Date Received by State: 06/19/2014

7. State Application Identifier: NDC-2536-2014

8. APPLICANT INFORMATION:

* a. Legal Name: Georgetown University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

530196603

* c. Organizational DUNS:

0495158440000

d. Address:

* Street1: 37th and O Streets, N.W.

Street2:

* City: Washington

County/Parish:

* State: DC: District of Columbia

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 20057-1789

e. Organizational Unit:

Department Name:

School of Foreign Service(SFS)

Division Name:

Asian Studies

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Jean

Middle Name:

* Last Name: Fallow

Suffix:

Title: Senior Grants and Contracts Administrator

Organizational Affiliation:

Office of Sponsored Programs

* Telephone Number: 202/687-7345

Fax Number: 202/687-4555

* Email: fallowj@georgetown.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A and B

CFDA Title:

Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs

* 12. Funding Opportunity Number:

OMB No. 1840-0807

* Title:

NATIONAL RESOURCE CENTERS PROGRAM

CFDA NO. 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

CFDA No. 84.015B

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers and Foreign Language Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="413,067.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="413,067.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative:

* Date Signed:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix: First Name: Middle Name: Last Name: Suffix:

Address:

Street1:
Street2:
City:
County:
State:
Zip Code:
Country:

Phone Number (give area code)

Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE Senior Grants and Contracts Administrator	
Jean Fallow 			
APPLICANT ORGANIZATION Georgetown University		DATE SUBMITTED 06/30/2014	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Georgetown University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Jean Middle Name:
* Last Name: Fallow	Suffix:
* Title: Senior Grants and Contracts Administrator	
* SIGNATURE: 	* DATE: 06/30/2014

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input checked="checked" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. Status of Federal Action: <input checked="checked" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input checked="checked" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="checked" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: 4c DC-001		5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Answer for 4.: Georgetown University 37th and) Streets, N.W. Washington, DC 20057-1789 Congressional District, if known:
6. Federal Department/Agency: US Department of Education	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u>Jean Ballow</u> Print Name: <u>Jean Ballow</u> Title: <u>Senior Grants and Contracts Administrator</u> Telephone No.: <u>2026877345</u> Date: <u>06-25-14</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

GEPA Statement

Equal access and treatment of eligible students and other participants is guaranteed by Georgetown University's equal opportunity policies. Relative to other programs at the University, the Asian Studies Program offers a better rate of participation among minorities, women and other traditionally under-represented constituencies. Nevertheless, we shall continue to seek equitable access in East Asia-related training programs by utilizing relevant campus groups and university resource offices to target its advertisement of the Asian Studies Undergraduate Certificate, Asian Studies Graduate Certificate, and Asian Studies MA degree programs, as well as that of the FLAS fellowships. Groups that remain under-represented in Asian Studies at Georgetown include African-Americans and Muslim students. We shall reach out to entities that include but are not limited to Women in International Security, Georgetown Women in Business, the Black Student Alliance, the African American Advisory Board, the Center for Minority Education Affairs, and the Muslim Students Association. With our outreach activities to community colleges and secondary school educators, we shall seek to increase the diversity of both educators and students in cultivating interest in Asia. It is generally not difficult to attract interest among minorities of Asian heritage for such programs. While this will be welcomed, we shall also seek actively to increase interest among other under-represented groups by focusing on pedagogical issues (i.e., teaching from the perspective of "hyphenated Americans") and substantive issues (e.g., development issues in Asia) that are comparable across different regions of the world and ethnic groups. The Asian Studies Program will continue to work with the Academic Resource Center to provide accommodations for disabled students. We have a strong support system and enriched learning environment for both learning- and physically-disabled students that our faculty have been intimately involved with. We will also plan accessible events to the extent possible and advertise the provision of auxiliary aids and services to Asia event invitees. The Asian Studies Program's consistent and increasing dissemination of podcasts and other event materials online is intended to help information produced by our programs reach groups to whom the campus is inaccessible. Our funding requests related to library acquisition, which are focused on enhancing electronic EA resources, will increase the collection's accessibility.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017	
------------------------------------------------------------	--

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input checked="" type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Russia/Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE	
------------------	--

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 - 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 40year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

Statement on Diverse Perspectives in Funded Activities

The Asian Studies Program's proposed activities are designed with consideration of the growing importance of East Asia to the United States, the need to advance high-quality and path-breaking scholarship, and the need for robust dialogue and debate on public policy issues critical to the United States and East Asian countries.

The funded activities shall enable award-winning and recognized faculty to produce scholarship, cultivate graduate students, and facilitate multidisciplinary dialogue related to Asia on topics ranging from the U.S. pivot to Asia to the future of Asian regional architecture to Korea-Japan relations. Georgetown's academic departments have a unique ecumenical culture that welcomes a wide range of interdisciplinary work and a wide range of methodologies. This ensures a diversity of perspectives in both scholarship and policy prescriptions.

Georgetown's strength – in the classroom and among its public scholars – has been on the ability to fuse serious research with policy insights. In this regard, the work of the Asian Studies program has contributed substantially to debates in the public policy realm. Our scholars are regularly sought by public and private sector and by national and international media as respected and objective voices on issues. Many current faculty serve or have recently served as unpaid and independent consultants to the U.S. government on Asia.

The new Women Leaders in Asia speaker series will increase the exposure of broad audiences in the Washington, D.C. region to the voices of prominent women from East Asian governments, businesses, and academic and other institutions. Other speaker series events will draw panel members from interdisciplinary communities and include both scholars and practitioners. As a result, these events will generate debate on East Asia and international affairs drawing from diverse perspectives on this region of increasing strategic importance to the United States. The advertising of these events to the public and the web forum component will extend participation to a wider, more diverse audience.

The substantial outreach activities proposed in this application target K-14 teachers across the region and teachers-in-training at Howard University Lord Fairfax Community College; and in addition to typical curriculum development assistance, several of these activities incentivize these individuals to contribute to scholarly and pedagogical debates, for example through publication and study tour opportunities.

The Asian Studies Program will continue to increase digitization and public accessibility of materials related to ongoing and grant-funded events, including those from the multiple speaker series, K-14 teacher training programs, and East Asia 101 videos. Dissemination will encourage wide public consumption of information generated by Asian Studies Program activities and promote debate on issues of importance to East Asia and U.S.-East Asian relations. Most Asian Studies Program events are open to the public and structured to invite discussion and debate from all participants.

Several continuing and proposed activities reinforce bridges with students in the professional schools and thus generate participation of students with varying backgrounds and produce alumni who will bring East Asia expertise to diverse career paths. The Asian Studies Graduate Certificate program, for which the grant will provide curricular enhancements, is available to students across all university departments and campuses. FLAS awards will be advertised to students in the professional schools.

The multidisciplinary and interdisciplinary emphasis and requirements of the Asian Studies Undergraduate and Graduate Certificates ensure that students study the region through

several lenses and are exposed to a variety of faculty voices with expertise spanning government, history, literature, humanities, sociology, theology, science and technology, art history, security studies, performing arts, economics, and theater, among others. Grant support for new courses is designed to help allow for diverse specializations in the Asian Studies graduate programs.

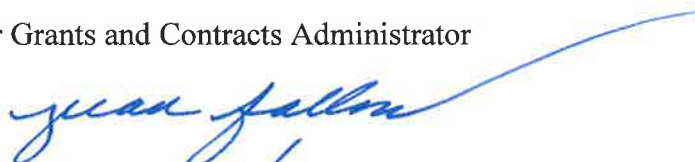
Application Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Georgetown University Asian Studies Program

Name/Title of Authorized Representative: Jean Fallow

Title: Senior Grants and Contracts Administrator

Signature:



Date:



Telephone: 202-687-7345

Email: fallowj@georgetown.edu

Statement on Areas of National Need

This grant request from the Asian Studies Program at Georgetown University exclusively concerns activities that will boost expertise in EA, a world region identified by the Department of Education as an area of national need with respect to government service and the education, business, and nonprofit sectors (as described in the “Consultation with Federal Agencies on Areas of National Need” for FY 2014). In particular, China, Japan, and Korea, along with the languages of those countries, are consistently listed by key federal agencies as representing the top critical needs for expertise.

The MASIA, ASGC, and ASUC have made tangible contributions to meeting this need, with substantial numbers of alumni holding Asia-related positions in key federal agencies, non-profit organizations, and business consultancies. The presence of many former policy practitioners among the Asian Studies faculty helps prepare substantial numbers of students to accede to Asia-related positions in government. In collaboration with career placement offices, we have implemented a program to promote careers in international affairs with a focus on the federal sector.

The planned upgrades to EA graduate curriculum and advanced language training using both NRC and internal funds will intensify GU’s role in responding to these national needs. ASP’s proposed outreach activities to K-14 schools and to pre-teachers target the national need for EA expertise among the nation’s educators.

Georgetown University’s Walsh School of Foreign Service has a unique history as an institution devoted to higher education in service of the Nation. Its alumni and faculty, including former President Bill Clinton and former Secretary of State Madeleine Albright, represent among its ranks government service at the highest levels. Its Asian Studies faculty, including two former top White House advisors on Asia, uniquely operate at the intersection of rigorous scholarship and policy expertise which push students to pursue knowledge but with an eye to public service. Graduates of the relatively new M.A. in Asian Studies and Asian Studies Graduate Certificate are already contributing substantially to national need by applying their advanced Asia expertise in an array of relevant jobs and internships. Georgetown will continue to make tangible contributions to this need through its Asian Studies Undergraduate Certificate program, which has produced substantial numbers of alumni holding Asia-related positions in key U.S. federal agencies, non-profit organizations, and business consultancies. The unique mentorship-oriented advising process at the School of Foreign Service School, and the university’s location in Washington, D.C., enhance the placement of graduates into government service in particular.

All FLAS awards administered by the Asian Studies Program will address national needs because they will all be made for the study of Chinese, Japanese, Korean, and the East Asia region. Additionally, the Asian Studies Program’s proposed outreach activities to K-14 teachers and pre-teachers target the national need for East Asia expertise among the nation’s educators. Finally, the strengthening of bridges to Georgetown’s professional schools through the Asian Studies Graduate Certificate and FLAS awards will help generate expertise across disciplines in areas of public policy and

private sector that benefit the United States and the East Asian countries with which it interacts.

Application Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Georgetown University Asian Studies Program

Name/Title of Authorized Representative: Jean Fallow

Title: Senior Grants and Contracts Administrator

Signature:



Date:



Telephone: 202-687-7345

Email: fallowj@georgetown.edu

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14) Letters of Support (Howard University, Lord Fairfax Community College, District of Columbia Public Schools)

Abstract – Georgetown University East Asia NRC & FLAS Proposal

Georgetown's School of Foreign Service (SFS) is the nation's oldest school of international affairs, devoting itself since 1919 to educating the next generation of global leaders. With the resources of Washington, D.C., SFS is considered one of the world's foremost institutions for the study of international affairs. Georgetown is ranked first nationally among M.A. programs in international relations and 5th among undergraduate programs in international relations. The Asian Studies Program (ASP), housed in SFS, strives to meet the growing demands to understand the diverse politics, societies, and cultures of Asia in the age of the U.S. "pivot" or "rebalance" to Asia. ASP seeks to meet three criteria of richness, rigor, and relevance in our study and pedagogy of Asia. We give our students an education that is informed by empirically rich scholarly expertise, methodologically rigorous, and relevant to GU's niche in public policy and international affairs.

The M.A. in Asian Studies, established in 2011, has emerged as one of the most competitive programs on Asia, with the first cohort serving areas of national need in successful career placements. Additional vital and rigorous curricula include the Asian Studies Graduate Certificate; Asian Studies Undergraduate Certificate; majors and minors in Chinese and Japanese; minor in Korean; and B.S. degrees in Regional and Comparative Studies with an Asia focus. Increasing institutional commitment and NRC funds have facilitated ASP's expansion to meet growing demand among a variety of students for East Asia studies, which represent an area of significant national need and multiple priority and less commonly taught languages.

GU's distinctive strength among its peers is a solidly institutionalized commitment to the core social science disciplines and interdisciplinary studies grounded in regional expertise. The cross-disciplinary scope of East Asia course coverage, including in the professional schools, is unparalleled. The professional schools offer additional Asia-related study options. GU's full array of Chinese, Japanese, and Korean language instruction courses include more Japanese and Chinese levels and elective choices than programs at peer institutions, as well as East Asian culture, literature, and linguistics courses. ASP faculty include some of the world's most prominent scholars in a variety of East Asia subfields. Several are or have been senior foreign policy practitioners, uniquely anchoring ASP's research, pedagogy, and outreach activities in a policy-relevant manner and helping graduates accede to government service.

We request Title VI funding for a comprehensive National Resource Center for East Asian studies and FLAS fellowships. Funding will result first in significantly strengthened and institutionalized outreach to K-14 teachers and pre-teachers to improve the instruction of East Asia in their schools. Formal relationships with Howard University's School of Education and Lord Fairfax Community College (serving eight Virginia counties and an Educational Consortium of K-12 school districts through three campuses) anchor these activities (NRC CPP 1&2), and are proposed jointly by GU's three NRCs. Secondly, funds will support further growth of EA language and area studies to help meet growing demand and enhance language acquisition, as well as establish innovative linkages with universities overseas (NRC IP). Third, funding will support increased faculty scholarly contributions. Finally, having established itself as a center of prominent discussion and debate on U.S.-Asia relations, GU will sustain its significant local and national impact with regular hosting of prominent Asian officials and senior U.S. policymakers on Asia. Cross-cutting themes of the planned activities are the East Asia region's connectivity to South and Southeast Asia in the era of the U.S. strategic pivot to Asia; and collaboration among GU's three NRCs to address the priorities in a cost-effective manner.

ACRONYMS GUIDE

ACTFL	American Council on the Teaching of Foreign Languages
AP, CPP, IP	Absolute Priority, Competitive Preference Priority, Invitational Priority
ASGC	Asian Studies Graduate Certificate
ASP	Georgetown University Asian Studies Program
ASST	Asian Studies course designator
ASUC	Asian Studies Undergraduate Certificate
CJK	Chinese, Japanese, and Korean [language]
DCPS	District of Columbia Public Schools
EA	East Asia/East Asian
EALAC	Georgetown University Department of East Asian Languages & Cultures
GU	Georgetown University
GUNRCs	Georgetown University National Resource Centers (3)
HUSOE	Howard University School of Education
IIT	International Initiatives Team (within Georgetown's Office of the Provost)
IUCASK	Inter-University Center for the Academic Study of Korean
LLT	Georgetown University Language Learning Technology Center
MSFS	Master of Science in Foreign Service
MASIA	Master of Arts in Asian Studies
NCTA	National Consortium for Teaching About Asia
OGE	Georgetown University Office of Global Education
SA, SEA	South Asia, Southeast Asia
SFS	Georgetown University School of Foreign Service

1. COMMITMENT TO THE SUBJECT AREA

1.A. Institution's Support for EA

Studies Program: GU's direct

financial support to East Asian (EA)

studies was over \$7 million in 2013-

14. Other institutional support from

**Table 1-1: University support for EA studies
(2013-14 Academic Year)**

EA Area Studies Teaching Faculty (Salaries & Fringe)	\$4,666,140
EA Language Teaching Faculty (Salaries & Fringe)	\$712,575
Other EA-Dedicated Staff (ASP, EALAC, IIT)	\$272,439
EA Library Staff & Acquisitions	\$215,159
Linkages with East Asian Institutions	\$3,266,003
Outreach	\$642,256
Total university support directly attributable to East Asian studies	\$7,048,969

Asian Studies Program (ASP) parent school SFS and various university offices also benefit EA

studies in the form of salaries and fringe for administration, accounting, and technology staff;

advising; and development. The University has committed to fundraising efforts to build the

endowment for ASP and to create new programs and scholarships for undergraduate and

graduate studies. In 2012, GU opened new renovated offices, conference rooms, libraries, and

student lounge space for the expanded activities of its NRC for East Asia and the new M.A.

degree in Asian Studies (MASIA), putting ASP at the heart of the SFS campus and

demonstrating the university's expanding commitment to Asia. The dedication of university

leadership to engagement with Asia is highlighted by the President's office's continuing

initiatives with the Chinese Scholarship Council, the Chinese Central Communist Party School

in Beijing, China's State Administration on Religious Affairs, and the GU office in China at

Fudan University. GU also committed its signature athletic team, the Men's Basketball Hoyas, to

goodwill trips to China in 2011 and South Korea in 2013 for nationally televised ESPN games

and meetings with dignitaries. In 2013, GU hired a new Vice President of Global Engagement

whose office has made it a priority to expand and deepen links with GU's Asian counterparts.

This individual made three trips to Asia in 2013-14 and hosted, along with the GU president, a

conference commemorating Japan's Sophia University's 100-year anniversary in 2013. These

new initiatives are accompanied by continued high-level attention to EA from the Office of the Provost (see “Linkages” subsection below) and the president’s Globalization Steering Group, as well as an expansion of Chinese executive education training programs under the GU Global Education Initiative. The Provost has supported the creation of a China Forum and “Georgetown and China” website. **Support for Teaching Staff:** See Table 1-1. Support for EA teaching staff totaled \$3,394,115 this past year. This includes multiple new hires (see Section 6A), as well as institutionally-funded adjunct salaries to support 25 courses tailored to the needs of the MASIA program and NRC, on top of ASP’s general course offerings. **Library Support:** Institutional support for Asia-focused materials and staff totaled to \$215,159 in 2013. Additionally, over \$2 million is allocated for the general subscriptions and acquisitions that lend support to EA studies (Section 5). **Support for Linkages with Institutions Abroad:** The Provost’s International Initiatives Team maintains an exceptional array of linkages with EA institutions. GU’s commitment to these linkages totals approximately \$2.7 million in the current year. IIT operates the GU Liaison Office in Shanghai, coordinates GU’s 44 collaboration agreements with institutions in Asia (listed in Table 1-2) and maintains a website dedicated to GU activities in China. GU’s Shanghai office at Fudan University supports collaboration between GU faculty and Chinese institutions; organizes GU delegations to China and vice versa; and coordinates activities with Fudan and other Chinese partners. Other representative projects are included in Table 1-2. IIT initiates and sustains international activities across all GU campuses and appoints a Faculty Committee for International Initiatives to ensure representation by all academic units. In addition, GU’s substantial India initiatives bear mentioning here because a cross-cutting theme of the planned activities is the region’s connectivity to SA and SEA in the era of the U.S. strategic “pivot” or “rebalance” to Asia. GU’s relationships with India resulted in then-Secretary

of State Hillary Clinton hosting the first U.S.-India Higher Education Summit at GU in 2011.

Five GU institutional linkages with India are listed at the bottom of Table 1-2.

Table 1-2: University linkages with institutions in East Asia		
Partner	Title and/or GU Unit	Country
Central Committee Party School	GU Office of the President: Agreement, joint conferences, faculty exchange	China
China Scholarship Council	Office of the Provost: GU Post-Doc Fellowship Program	China
Fudan University	GU Liaison Office at Fudan's Center for American Studies; frequent joint conferences	China
Chinese government	Dialogue between GU Berkley Center and China's State Administration for Religious Affairs	China
Tung Foundation	Tung Scholarship Program funding China Ministry of Foreign Affairs officials' study at GU	China
Xiamen University	GU Department of Chemistry: Dual M.S.-Ph.D. Degree	China
Fudan University	GU Department of Chemistry: Undergraduate Summer Researcher Exchange	China
Fu-Jen University	GU Dept. of Math & Statistics & GU Dept. of Computer Science: Accelerated B.S.-M.S. Degree	Taiwan
9 organizations including Chinese U. for Political Science & Law, Yilian Legal Aid & Study Center of Labor, Tsinghua U. Health Law research Center, & Chinese Hospital Association: China Health Law Initiative (GU Law Center)		China
Peking U., Renmin U., Yonsei U., National U. of Singapore	GU Law Center: Center for Transnational Legal Studies	China, Korea, Singapore
Fudan University	Summer study abroad for McCourt School of Public Policy	China
Global Education Institute	School of Continuing Studies: Executive training in China	China
China Hospital Association	Law Center: Various research projects	China
Multiple Universities in China	Summer Honors Institute at GU	China
Fudan University	School of Medicine: medical students rotation in Shanghai	China
Renmin U. and Tsinghua U.	Comparative Constitutional Law Feasibility Study	China
Fudan University	School of Nursing & Health Studies: Global Health Summer Program	China
Sichuan University	Nursing & Health Studies: Global health summer study abroad field trip	China
Summer Business Program in Hong Kong	McDonough School of Business: faculty-led summer program for undergraduates	China
Shanghai Food & Drug Administration	O'Neill Institute Law Visiting Scholar Program (12 Shanghai officials hosted since 2011)	China
Industrial & Commercial Bank of China	GU School of Business: Executive education program in D.C.	China
Peking University	GU Center for Contemporary Arab Studies: joint scholar exchange on Arab studies	China
Senior Chinese government officials & executives	School of Continuing Studies: 3-week custom executive training programs	China
U. of International Business & Economics	English Teacher Training Program with GU Center for Language Education & Development	China
Beijing Normal University	Beijing Normal U. Global Visiting Program (at GU)	China
Peking Union Medical College	GU Law Center: Research projects and health law course	China
National Taiwan University	GU Law relationship with National Taiwan U. Asian Center for WTO & International Health Law	Taiwan

Keio U. Law School	Study abroad for GU law students	Japan
Tokyo Metropolitan Government	International Conference Presentation Program at GU Center for Language Education & Development	Japan
Sophia University	ASP: faculty exchange	Japan
Amway Japan	GU Leadership Program for Japanese Execs	Japan
Waseda University	ASP: jointly with Government Department – scholarly exchange and conference collaboration agreement	Japan
Sogang University	ASP: faculty exchange	
Yonsei University	ASP: Graduate School of International Studies	Korea
SK Group	SK Global Leaders Program at GU School of Business	Korea
JoongAng Ilbo	ASP: Visiting Fellow Program	Korea
National Chengchi U.	ASP: Visiting Professor program	Taiwan
Seoul Metropolitan Government	ASP: Visiting Professional Fellow program	Korea
Asahi Shimbun	ASP: Visiting Fellow program	Japan
Asan Institute	ASP: Joint research seminars annually	Korea
Asan Institute	ASP: Visiting Fellow program	Korea
Pusan U. School of Law	Summer program at GU Law Center	Korea
Yonsei U. Law School	Law Center study abroad	Korea
Yonsei U., Keio U., Hong Kong U.	3-Campus Comparative East Asian Studies Program (ASP)	Korea, Japan, China
*National U. of Singapore	GU School of Public Policy & GU Law: Exchange program	Singapore
*Alliance for Global Education	Semester in India: Pune (OIP)	India
*Global Education Initiative, Bangalore	MOU with GU Center for Intercultural Education and Development	India
*Indian Council for Cultural Relations	MOU on the arrangements for the ICCR Chair of Indian Culture and Society at GU (Office of the Provost)	India
*Indian Institute of Science, Bangalore	MOU between IIS Bangalore and GU for cooperation in the field of research & education (Office of the Provost)	India
*Rural Medical College	Rural Medical College – India (GU Medical Center International Programs)	India
<i>*Asterisk indicates a South or Southeast Asia linkage, not EA</i>		
<i>Table excludes most undergraduate study abroad arrangements – see Table 2-2</i>		

Support for Outreach Activities: The university supports ASP’s partnership with the National Consortium for Teaching about Asia (NCTA) to provide professional development seminars to regional K-14 teachers, and faculty from across the university enthusiastically participate in these seminars as well as other ASP outreach activities. GU’s vice president for federal relations is spearheading the partnership between GU’s NRCs and Howard University’s School of Education to develop pre-teacher and in-service teacher training in the pedagogy of global studies. ASP sponsors several public EA speaker series, including the Asian Humanities Series, China Speaker Series, Distinguished Lecture Series on Asia, Lunch with an Ambassador Series,

Japan Forum, Korea Forum, Public Health in Asia Series, and Theory and Policy Series on Asia, as well as public symposia and other events, all well-attended by the university and wider Washington community including foreign embassies and major news media. ASP's events budget was approximately \$68,000 last year, supporting 60 EA events. More details on existing outreach activities can be found in Section 7. **Support for Students in Related Areas:** ASP awards seven prizes and scholarships annually to meritorious students studying EA: The C.C. Tung Fellowship, Pantech Fellowship, Bonnie Oh award, Joseph S. Sebes Medal, Donald S. Macdonald Prize in Korean Studies, Henry Chen Memorial Scholarship, and GU High School East Asia Essay Prize. A Chu-Won Yoon Fellowship for graduate students studying Korea is currently in development and expected to offer awards by 2017. The university offers various undergraduate and graduate research opportunities that are available to students studying EA, including stipends to MASIA students to pursue a summer internship in or related to EA, and grants for student travel abroad are available from the Institute for the Study of Diplomacy, the Medical Center Graduate Student Organization, the Graduate School, and the Georgetown Undergraduate Research Opportunities program. GU students are frequent winners of external awards, with at least 6 SFS graduates since the class of 2004 winning Fulbright Awards for EA-related research. **1.B. Financial Support for Students in Related Fields:** See directly above.

2. QUALITY OF CURRICULUM DESIGN

2.A. Incorporation of EA Undergraduate Studies Into Degree Programs &

Appropriateness of Program Requirements: GU's EA-related curriculum options and requirements are summarized in Table 2-1. ASP administers the Asian Studies Undergraduate Certificate (ASUC), a rigorous program for students to achieve specialization on Asia that is open to all GU undergraduates. In 2013-14, ASUC was the most highly subscribed regional

certificate program in SFS. SFS undergraduates can also major in Regional or Comparative Studies with a focus on Asia. EALAC offers Chinese and Japanese language majors that combine written and spoken language training with critical approaches to a broad range of cultural phenomena including literature, arts, popular culture, and philosophical thought. Several courses are conducted in the target language with readings in that language. Language majors are

Table 2-1: East Asia-related curriculum options	
Degree/Certificate	Requirements
B.A. in Chinese (EALAC)	11-course curriculum including the introductory “East Asia: Texts & Contexts,” advanced language study through the third year plus an introductory course in Classical Chinese, 4 upper-level Chinese electives, and a senior seminar or senior honors thesis on Chinese cultural studies.
B.A. in Japanese (EALAC)	Parallel to Chinese major curriculum except for an additional required elective in place of the Classical Chinese.
Minor in Chinese (EALAC)	7 courses, including 6 language courses or advanced courses taught in Chinese, plus an additional closely related elective.
Minor in Japanese (EALAC)	7 courses, including 6 language courses or advanced courses taught in Japanese, plus an additional closely related elective.
Minor in Korean (EALAC)	7 courses, including 6 language courses or advanced courses taught in Korean, plus an additional closely related elective.
Asian Studies Undergraduate Certificate	6 courses at 3.0 cumulative GPA, including 3 from differing disciplines, the Asian Studies Senior Seminar producing a mandatory research paper/thesis with grade of B+, and 2 non-language electives; and linguistic competence as demonstrated through 2 years of university-level courses with B average, passing the Faculty of Languages and Linguistics placement examination at 2 nd year or above, or passing the SFS proficiency exam with grade of “fair” or above.
Asian Studies Graduate Certificate	5-course curriculum including gateway course on Theory and Policy in Asia, International Relations & Diplomacy in EA, 20 th Century China, or Development/Demography in Asia; plus 4 Asia-focused courses from at least 2 disciplines (not including acquisition-level language courses); and demonstration of language proficiency through the same avenues as ASUC.
B.S. in Regional Studies with focus on Asia (SFS)	2 theories & methods courses; 8 Asia-specific courses; 4+ semesters of study in a modern Asian language or pass SFS proficiency exam; cumulative GPA of 3.33 and 3.67 in the major; senior thesis.
B.S. in Comparative Studies with focus on Asia and one additional region (SFS)	2 theories & methods courses; 4 Asia-specific courses; 4 courses from second region; 4+ semesters of relevant modern language study or pass SFS proficiency exam; cumulative GPA of 3.33 and 3.67 in the major; senior thesis.
M.A. in Asian Studies (MASIA)	Terminal 36 credit (12 course) degree program. Requires three foundation courses in semester 1: (1) ASST 668- Theory and Policy in Asia (2) ASST 511- International Political Economy and Business in Asia, (3) a course that focuses on History, Culture or Society. Students pursue 3-course functional concentrations in politics/security, history/society, and/or economy/business. They may also pursue 3-course subregional concentrations in South Asia or Southeast Asia. Students may elect to write a thesis as part of their degree program. Language proficiency at advanced level required to graduate.
<i>EA-related curriculum options outside SFS and EALAC include a Ph.D. program in East Asian History; an M.A. in Global, International, and Comparative History; and a Ph.D. in Religious Pluralism including specializations in Confucianism, Buddhism, Daoism, and Asian Christianity.</i>	

urged to fulfill general education requirements by taking courses in Asian history and to enroll in EA-related courses in other disciplines. Minors in Chinese, Japanese, and Korean (CJK) are also offered. An EALAC undergraduate may also double-major in both Chinese and Japanese, or pursue any of the various other double major or major-minor combinations across other disciplines. The curriculum is flexible in meeting the needs of the majors, as well as of the many other students majoring in other subjects who choose C/J/K as either a double major, minor, or foreign language concentration or requirement. All majors spend all or part of their junior year in EA. **Training for Graduate Students:** SFS is a member of the Association of Professional Schools of International Affairs. In 2011, ASP established an M.A. in Asian Studies (MASIA) that uniquely offers functional specializations within a traditional regional studies postgraduate curriculum. The first M.A. focused on Asia in GU's 225-year history, it has been enormously successful by common metrics: 60 students will be enrolled by Fall 2014; 6-7 people apply per each available spot; we consistently receive commitments from 80-90% of our top ten-ranked candidates; our acceptance-to-enrollment rate is 100% to date; and our students are enjoying strong career and internship placements in which they are beginning to serve national needs with their regional expertise (see Section 9A). MASIA's curriculum design (Table 2-1) capitalizes on GU's distinctive dual strength and solid institutionalized commitment to both the core social science disciplines and interdisciplinary studies grounded in regional expertise. Its innovative balance of traditional area studies and functional training stands as a unique curriculum compared with other regional M.A. programs, and provides students with scholarly expertise and substantive skills that enhance the intellectual value and marketability of their degree. ASP also offers the Asian Studies Graduate Certificate (ASGC), which is open to all graduate students on the main, law, business, and medical campuses and has generated intense interest among students

seeking to demonstrate a regional specialty in Asia in addition to their functional M.A. programs. The Bilden Asian Security Studies Endowment is the hub of graduate study of security in Asia at GU, offering conferences and multiple speaker events annually. The law school has uniquely strong regular EA offerings through its “Law-Asia” program (see Section 3A). The School of Medicine offers a 4-8 week program of study at Huashan Hospital in Shanghai. For a more thorough treatment of EA-related training options available to graduate students from a variety of disciplines and professional fields, see section 3 (A, B, & C). **FLAS: Curriculum Options for Students from Variety of Fields:** See section 3 (A, B, & C). **2.B. Academic and Career Advising:** SFS’s dual-advising system allows undergraduates to form meaningful relationships and take advantage of faculty expertise and Dean’s office guidance. Each 1st year student is assigned an advisor within the Dean’s Office, and proseminar professors serve as faculty mentors during students’ 1st and 2nd years. Most proseminar professors also serve on faculty field committees, allowing sophomores and above to select these faculty as major advisors and build relationships that last beyond undergraduate careers. MASIA students benefit from three tiers of advising. They are given a faculty advisor (ratio of 3 advisees to 1 faculty). Students enjoy daily mentoring by the ASP Supervisor of Academic Programs and peer support from an assigned 2nd-year MASIA student. Both the Supervisor and the Director of Asian Studies meet with MASIA students through formal interview sessions, Director’s lunches, and informal discussion. SFS graduate students take advantage of the specialized resources of the SFS Career Development Center. ASP sends a weekly *Asian Studies Wire* newsletter to all Asian Studies students with EA-related job and internship openings. ASP holds several skills workshops and career-oriented events annually at which faculty and alumni discuss career options. Government officials who participate in ASP’s signature “Theory and Policy Series” and “Lunch with an Ambassador”

sessions speak with students about Asia-related careers in public service; recent speakers include five current and former U.S. and Asian ambassadors, the Obama administration's top Asia policy official (Kurt Campbell), former assistant secretaries of State for East Asian and Pacific Affairs from the Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush administrations, and the National Security Advisor. All GU students benefit from the assistance of the Career Education Center, including its annual Government & Nonprofit EXPO. The Peter Barkanic Resource Center in the ASP office maintains a TV lounge and library for congregating and for resources on graduate study programs, internships, and Asia-related employment. **Study Abroad & Access to Other Institutions' Programs:** 57% of GU undergraduates and (65% when looking at SFS) study abroad during their time at GU. 613 undergraduates (194 in SFS) studied abroad during the 2013-14 academic year. Another 307 are attending summer programs through the Office of Global Education; more attend summer programs approved by deans. ASP encourages students to spend a portion of their undergraduate education in Asia and accepts credit toward the ASUC /ASGC/MASIA; they're also accepted for credit toward the GU degree. Nearly every ASUC/ASGC/MASIA student will spend time in Asia. Many MASIA students pursue an internship or language study overseas during the summer after their first year. The MASIA program provides funding for students in academic good standing to undertake either a summer internship or advance language training. GU students are frequent recipients of nationally competitive scholarships for language area studies, such as the Boren Fellowship, which has taken two MASIA students to Asia. Last year, GU was granted 2 scholarships for students to attend the summer session at Fudan University; 1 scholarship for a student to partake in undergraduate research in chemistry at Fudan; and 1 scholarship for a student to study Chinese at Renmin University. Chinese and Japanese language majors are required to study abroad. OGE

offers opportunities at 21 EA institutions through direct enrollment and programs run by study abroad providers (Table 2-2). Additionally, some students work through OGE to study at EA institutions not on general

offer. OGE also conducts 7 active exchange programs with Japan and Hong Kong. For Summer 2014, nine GU students were awarded U.S. Department of State Critical Language Scholarships, two for the study of Korean. See Table 1-2 for examples of special EA

Table 2-2: GU study abroad offerings in EA	
China	Associated Colleges in China (ACC Hamilton at Minxu U.)
	Chinese U. of Hong Kong
	East China Normal U. (CIEE)
	Harbin Institute of Technology (CET)
	Nanjing U. (CIEE)
	City University of Hong Kong
	Peking U. (CIEE)
	Summer in Beijing, China (ACC Hamilton)
	Summer in Shanghai, China (Fudan U)
	The Beijing Center (Loyola U)
	Comparative East Asian Studies Program, Hong Kong
Japan	International Christian U.
	Keio U.
	Nanzan U.
	Sophia U.
	Waseda U.
	Waseda Global Leadership Fellows Program
	Comparative East Asian Studies Program
Korea	Yonsei U. (CIEE)
	Comparative East Asian Studies Program
Taiwan	National Chengchi U. (CIEE)

study abroad opportunities for students in specific departments and professional schools. For example, the School of Medicine offers a summer program at Shanghai's Huashan Hospital. All School of Business MBA students complete global residency programs; from Spring 2013 through this summer, 144 will have completed residencies in Shanghai or Hong Kong.

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A. Course Variety & Quality: GU is unique among its peers in providing strengths in both the disciplines and Asia as a region, and has a strong institutionalized commitment to both the core social science disciplines and interdisciplinary studies grounded in regional expertise. GU offered 130 non-language courses on EA in the 2013-14 academic year, as summarized in Table 3-1 and listed in Appendix 3. Course coverage extends from the more common disciplines of government, history, literature, humanities, and sociology to theology, science and technology,

art history, security studies, performing arts, Catholic studies, economics, and theater, among others. ASP offers a distinctive ability for students to pursue studies that examine connections between EA and its neighboring regions of South and Southeast Asia (SA and SEA), a strategic knowledge set for graduates who will serve in government in the era of the U.S. pivot to Asia,

Table 3-1: EA Non-Language Courses, 2013-2014 Academic Years (25% or more EA content)	
Discipline	Courses
International Affairs	17
History	17
Japanese (literature/culture/linguistics; some in-language)	12
Theology	12
Chinese (literature/culture/linguistics; some in-language)	14
Law	3
Korean (literature/culture/linguistics; some in-language)	11
Humanities & Social Sciences	4
Sociology	3
Foreign Service	4
Government	14
Public Policy	3
Security Studies	3
Catholic Studies	1
Economics	2
Science, Technology, & International Affairs	1
Human Values	3
Culture & Politics	3
English	1
Philosophy	2
Total	130
<i>*Courses under multiple subject areas are only counted once.</i>	

China's growing footprint in Southeast Asia, and increasing interaction between Asia's two great powers across the larger continent. MASIA students can choose either as a regional subconcentration, and GU offers 70 area studies and other courses focused on these two regions, including courses that include extensive treatment of Chinese and Japanese interactions with these two regions. A full listing of

GU's South and Southeast Asia offerings are included as an addendum to the course list.

Membership in the Consortium of Universities in the Washington Metropolitan Area gives GU students significant additional breadth in EA area study options by allowing them to enroll in courses at George Washington University, American University, the University of Maryland, and several other institutions. ASP faculty offer capstone senior research seminars for ASUC

candidates, and signature MASIA gateway and capstone courses. Mentored papers in these courses by graduate and undergraduate students have been published in peer-reviewed scholarly journals including the *Columbia Journal of Politics and Society*, *Asian Survey*, *Stanford Journal of East Asian Affairs*, and *Cornell International Affairs Review*. Table 3-2 lists recent ASP

Table 3-2: Recent Asian Studies Student Publications
Duffley, Robert (Col'13). "Information Technology and Control in the DPRK." <i>Cornell International Affairs Review</i> , Volume V Issue I. Ithaca: Cornell University, 2011.
Ha, Jeonghoon (SFS '11). "U.S.-Burma Relations: The Necessity for a Different Approach," <i>The Dialectics: Journal of Leadership, Politics, and Society</i> Vol. 4. Pennsylvania State University: 2010-2011.
He, Lisa (SFS'11). "South Korea's Nuclear Development Assistance in Southeast Asia: The Implications and Challenges of the Security Environment in the 21st Century." <i>Joint U.S.-Korea Academic Studies: Emerging Voices</i> , Volume 22. Washington, D.C.: Korea Economic Institute, 2011.
Kim, Jonathan (Col '12). "Korea LGBT: Trial and Error and Success." <i>Cornell International Affairs Review</i> , Volume V Issue I. Ithaca: Cornell University, 2011.
Mun, Samuel (MASIA '13). "Destined to Cooperate: Japan-ROK Naval Cooperation and its Implications for U.S. Strategic Interests in Northeast Asia," <i>Futuregram</i> . Project 2049 Institute: 2014.
Nesbitt, Peter (SFS '12). "North Koreans Have Cell Phones." <i>Joint U.S.-Korea Academic Studies: Emerging Voices</i> , Volume 22. Washington, D.C.: Korea Economic Institute, 2011.
Park, Diana (SFS '09). "Energy Insecurity as a Driving Force for South Korea's Weapons Exports." <i>Journal of Politics & Society</i> , Volume 20 Number 1. New York: Columbia University, Spring 2009.
Rinehart, Ian (Consortium '11). "Nothing to be Afraid Of?: North Korean Political Economy and Economic Reform." <i>Joint U.S.-Korea Academic Studies: Emerging Voices</i> , Volume 22. Washington, D.C.: Korea Economic Institute, 2011.
Song, Jooyoung (SFS '11). "Understanding China's Response to North Korea's Provocations." <i>Asian Survey</i> , Volume 51 Number 6. Berkeley: University of California, 2011.
Olivier Garaud (MASIA 2014), "The Impact of the Internet on Chinese Nationalism." <i>Stanford Journal of East Asian Affairs</i> 14.1, Winter 2014 (forthcoming).

student publications. The MASIA program offers a thesis option. **Professional School**

Offerings: Georgetown Law stands out from its peer schools with 10 EA courses currently on offer, including titles such as "Asian Corporate Governance Seminar," "China's Financial Market," "Chinese Law and Culture," "Law & Foreign Investment in China," "Asian Law & Policy Studies Seminar," and "Japan/U.S. Comparative Legal Study." The language course "Chinese for Lawyers" is offered when demand is sufficient. The expanding Georgetown Law-Asia program focuses the academic strengths of the law faculty on legal issues arising out of Asia's growing economic power and ensures graduates are equipped to practice competently and

ethically in a global context shared with the nations of EA. The Master of Laws (LLM) in Global Health Law includes a significant focus on EA, and an ongoing Comparative Constitutional Law Feasibility Study with Tsinghua University in China has involved workshops at GU and other exchange activities. The School of Medicine offers a two-month training program at Huashan Hospital in Shanghai where students incorporate traditional Chinese medicine into their skills sets. Students in the Global Executive MBA program complete two Global Residencies that send them abroad, including to EA, to work on consulting projects and engage in political briefings and cultural visits. ASP faculty have supported the Global MBA programs with a series of lectures on China's rise in the international system, the business of sports and politics in Asia, political risk in North Korea, and Japanese politics and economy. School of Nursing & Health Studies faculty conduct a "Joint Georgetown-Fudan University Global Health Summer Program" in China, now in its 4th year with 12 GU students from 8 majors participating.

3.B. Depth of Specialized Course Coverage: SFS brings strengths and noted expertise in the areas of Asian security, Chinese history and domestic politics, Japan studies, Korean studies, theology, demography, and environment courses. Georgetown offers a number of Asian security course options led by distinguished faculty with policy experience, for example Cha's "International Relations and Diplomacy of East Asia," "East Asian Security," and the "Senior Research Seminar on Asia," an inter-disciplinary, yet security-focused course. Green teaches security related courses on "Theory and Policy in Asia," "Japan's Search for Strategy," "U.S. Grand Strategy in Asia," and "Makers of Modern Asia." Stephen's "Demography of Asia" course has attracted wide student attention at GU and the Consortium. China courses feature prominently in GU's undergraduate and graduate curriculum. Relevant courses include, "Mao & the Cultural Revolution," "History of China I and II," "Chinese Politics in Comparative Perspective," "US-

China Relations,” “Politics in China,” and “China and its Military.” GU’s Japan studies faculty are among the world’s most prominent experts. Doak and Sand offer “Japanese Nationalism,” “Catholicism in Japan,” “Approaches to the Modern City,” and “Modern Japanese History.” 14 non-language Korea courses were offered in 2013-14, e.g. “Topics in Modern Korean History” and “War and Peace in Asia.” Table 3-1 demonstrates GU’s distinctive strength in theology and Catholic studies, with a combined 13 EA courses in these disciplines. Courses covering EA environmental topics are noteworthy and include “Energy and Environment in China” and “East Asian Environmental History.”

3.C. Interdisciplinary Course Offerings: The breadth of course coverage as illustrated in Table 3-1 allows students to study EA from a variety and combination of disciplines. Interdisciplinary focus is a key feature of the ASUC, ASGC, and MASIA, which require completion of courses from 3 different disciplines, 2 different disciplines, and 3 different disciplines respectively. Language majors typically fulfill general education requirements by taking courses in Asian history and enrolling in China-, Korea-, and Japan-related courses in other disciplines. The inter- and multi-disciplinary nature of ASP offerings is reflected in the current composition of ASGC candidates who hail from many different academic units at the university. All ASGC students must take one of the gateway courses featuring multidisciplinary syllabi. The MASIA curriculum encourages students to complete their degrees in interdisciplinary fashion. Students acquire functional expertise in at least one, sometimes two, disciplines (see Table 2-1), as well as a sub-regional concentration in SEA or SA. This combination of interdisciplinary functional specializations combined with regional expertise that fuses the core EA curriculum with concentrations in SA and SEA give GU students a uniquely constructed expertise. Students may use elective courses to complete a certificate in Arab Studies; Eurasian, Russian, and East European Studies; International Business Diplomacy; or

Refugees and Humanitarian Emergencies. A Critical Silk Road Studies workshop series will be held at GU in 2014-15 for an audience of graduate students and scholars from GU and other area universities, museums, and other institutions, from all disciplines related to the historical and contemporary Silk Road region (e.g. history, art history, archaeology, musicology, anthropology, contemporary Asian/ European affairs, politics). **Number of Non-Language Faculty:** 41 full-time and 14 part-time faculty teach EA area studies. Strengths of the area faculty are described in Section 6A and Appendix 2. **Teaching Assistant Pedagogy Training:** EA area studies courses employ teaching assistants only for courses larger than 40 students. Given the university commitment to excellence in undergraduate and graduate teaching, only a fraction of courses have large enrollments. None of Georgetown's MASIA courses have an enrollment of more than 35 with most averaging around 10-15. Teaching assistants are mentored by faculty regarding teaching sections, student advising, and grading. ASP faculty play an active role in mentoring teaching assistants through their respective departments for the large survey courses. ASP maintains a graduate student bi-weekly newsletter sent by the ASP supervisor of academic programs plus an *Asian Studies Wire* targeted to Asia-focused GU faculty and students and listing events and special mentoring sessions with graduate students. ASP hosts three modules per semester for students known as "Skills Workshops" designed to help graduate students with pedagogy, including sessions on STATA, being a T.A., and conducting briefings to senior level personnel. Language courses utilize TAs for recitation sessions only, and are mentored by the instructors they are assisting; they are primarily responsible for conducting discussion sessions and do not grade coursework or exams. ASP has partnered with the Mansfield Foundation and University of Southern California in 2013-14 to mentor 12 nationally-selected tenure-track

assistant professors in the Asian Studies “Policy Nexus” program designed to give scholars greater policy expertise in Washington, D.C.

4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Table 4-1: EA language enrollment, 2009-14					
2011-12 AY		2012-13 AY		2013-14 AY	
Chinese	669	Chinese	704	Chinese	690
Japanese	294	Japanese	292	Japanese	402
Korean	163	Korean	205	Korean	222
Total	1,126	Total	1,201	Total	1,314

4.A. Extent of Language Offerings: GU

offers a full array of Chinese, Japanese, and Korean language instruction courses

as well as culture, literature, philosophy, business, and linguistics courses taught in the respective target language at the advanced level or in English. The Department of East Asian Languages & Cultures (EALAC) offers more levels and more elective choices in Chinese and Japanese language than undergraduate programs at peer institutions and most larger institutions, due to the high percentage of students who continue their language study beyond the third-year level, as well as GU’s long commitment to foreign language study. EALAC’s robust general and elective CJK courses are listed in Appendix 3. Business language courses are offered for all EA languages. The law school offers a “Chinese for Lawyers” seminar. **Enrollments:** On-campus enrollment in EA language courses last year was 1,314. There has been a steady growth in demand for Chinese and Korean instruction (Table 4-1). **4.B. Advanced Language Levels and Discipline Courses in EA Languages:** In each language program (CJK), GU offers unified courses for the 1st through 3rd year, and then multiple electives at both the 4th year and 5th levels (300- and 400-). Advanced CJK offerings include the following courses taught fully or partially in the target language: “Modern Chinese Fiction,” “Contemporary Chinese Women Writers,” “Japanese Readings in Political Culture,” “Japanese Readings in History and Society,” “Readings in Japanese Literature,” “Japanese Readings in Language and Culture,” “Chinese Literary Dream Texts,” “The Tradition of Chinese Fiction,” “Survey of Chinese Literary

Genres,” and “Haiku Images.” Appendix 3 contains full course listings. Students must complete 6 semesters or equivalent before taking in-language electives. **4.C. Language Faculty & Pedagogy Training:** EALAC has 5 full-time tenured faculty (Doak, Kafalas, McCaskey, Mori, Zhang), one tenure-track assistant professor (Ren), and one full professor in a joint appointment with History (Sand); in addition to 13 full-time non-ordinary faculty who teach EA language courses. Several language instructors and coordinators have doctorates in EA fields, linguistics, and comparative education (Doak, Kafalas, McCaskey, Zhang, Mori, Ren, Li, Marshall, Yoo, Choi), and others have advanced degrees in linguistics, teaching, educational psychology, or bilingual education (Yu, Yang, Liu, Huang, Mori, Omori, Marshall, Sato). Mori, Sato, and Omori received their advanced degrees from institutions renowned for their rigorous programs in linguistics and language teaching pedagogy. Some have published instructional materials and readers (Marshall, McCaskey), contributed to the literature on second language acquisition (Mori, Ren, Yu, Yang, Omori Sato), or published on EA literature and history topics (Kafalas, Zhang, Doak, Sand). Six full-time hires have been made since 2009 to support growing demand for Chinese and Korean instruction. See Appendix 2 for more EALAC faculty qualifications and distinctions. Faculty regularly participate in professional development and pedagogy workshops. Japanese language faculty have pursued collaborative projects on technology and language acquisition and presented their work at professional conferences of pedagogical associations. Chinese language faculty recently presented a panel on their task-based instruction to the American Council of Teachers of Foreign Languages. The department uses 20+ drill instructors, mostly GU graduate students of linguistics who receive pedagogy training in their M.A. and Ph.D. programs. **4.D. Performance-Based Language Instruction:** GU’s CJK language instruction programs combine linguistic and cultural studies. All levels of language instruction

are integrative and proficiency-oriented and aim to improve students' interpersonal, interpretive, and presentational communication skills. All involve frequent evaluations of oral proficiency, including through presentations, projects, quizzes, and exams. Introductory and intermediate-level courses make substantial use of task-based activities. The "Readings/Topics in Current Affairs" courses offered in each target language aid students in developing functional reading and oral literacy on contemporary issues. "Advanced Oral Communication" courses in all three languages focus on improving students' comprehension of spoken CJK and improving students' oral communication skills around the topic areas of culture, current affairs, and science; evaluation in these courses stress oral performance as based on content, effectiveness, accuracy, and fluency. Business language courses in CJK emphasize advanced, socio-culturally appropriate spoken and written communication skills in professional situations. The Japanese language program is recognized as one of the best practice programs in the United States, and "Third Level Japanese" at GU was identified in 2007 as one of the top ten courses in a national study of Japanese courses conducted by the Educational Policy Improvement Center. GU's Chinese performance-based language instruction program, already the strongest in the mid-Atlantic region and one of the strongest in the nation, has been strengthened by the 2010 hiring of Fei Ren as Chinese Language Coordinator and subsequent renovation of the Chinese language program to ensure consistent learning goals, syllabi, and assessment tools and standards. EALAC includes faculty with academic expertise in language acquisition strategies and psycholinguistics (Mori), whose research bridges theoretical and applied linguistics (Ren), and who have authored language textbooks and readers (Marshall, McCaskey). Several language faculty are certified Oral Proficiency Interview (OPI) testers, all are familiar with ACTFL proficiency guidelines and proficiency-oriented language teaching, and the Chinese program is arranging to host an OPI

training workshop for the Chinese faculty in the upcoming year. GU is one of the eight U.S. test sites of the Japanese Language Proficiency Test. **Language Teaching & Practice Resources:**

The Language Learning Technology Center provides a variety of materials, services, and consulting support that promotes the integration of technology into foreign language teaching and learning at GU. LLT's Language Lab houses an extensive collection of audio, video, streaming, and computing equipment and materials for CJK in addition to those at the main library. LLT's language teaching technologies include a state-of-the-art Technology Classroom. Instructors consult with LLT staff to create multimedia instruction materials in the Consultation & Development Space, which includes advanced equipment and multimedia software for the creation of course materials. Instructors can borrow a variety of audio-visual equipment from LLT. GU is an affiliate of Satellite Communications for Learning, giving CJK faculty and students access to live video streams of four 24/7 foreign language TV channels and to an archive of language exercises and downloadable news programs. **Proficiency Requirements:**

Students completing 1st-level courses are expected to demonstrate basic competence in (a) engaging in spoken and/or written interpersonal communications dealing with familiar topics that are relevant to their lives; (b) obtaining information from a variety of resources; and (c) planning and producing spoken and/or written presentational communications. By the end of 2nd-level courses, students are expected to handle various conversational situations, discuss general topics of interest, and support opinions about topics discussed in class; in Japanese and Korean courses, students are expected to handle intermediate-level written materials. In 3rd-level courses, students are expected to engage in spoken/written interpersonal communications dealing with both familiar and unfamiliar topics, synthesize information from a variety of resources, and articulate their own opinions coherently and persuasively. Advanced students are expected to

deepen understanding of the target culture, converse appropriately in real-world communicative situations, handle a variety of resources independently, and successfully produce spoken/written presentational communications.

5. STRENGTH OF LIBRARY

5.A. Library Holdings: GU's libraries together have over 3.5 million books, of which 2.9 million are print volumes. Over 90,000 of these are core EA area studies volumes and an additional 57,806 are in CJK languages. In 2013, the library purchased 673 Chinese titles, 121 Japanese titles and 137 Korean titles and added them to the core CJK collection. The collection also contains over 108 microform units, 631 audio material units and over 1800 titles of documentary and feature films relating to EA in English and CJK. The EA collection's strengths are in culture, modern literature, history, language study and international relations. To better meet teaching and research needs, in the last three years the library has added extensively to titles in social science, especially in sociology, public policy and East Asia diplomacy. Nearly half the library's 124 CJK periodical and serial subscriptions in the humanities and social sciences cover the literature and languages of EA, and the library subscribes to an additional 124 titles in diplomacy and international affairs that frequently review and analyze EA issues. These figures belie the explosion of access to information through electronic resources that the library provides (see 5B). GU's Lauinger Memorial Library is the primary repository of university holdings on EA in both English and Asian languages. The Law Library holds 1,000 volumes in translation on EA law that are accessible to all GU students. As one of the nation's oldest Jesuit universities, GU's Woodstock Theological Resource Center is host to the best collection documenting the history of Jesuits' academic works on EA. GU participates in the Library of Congress' Surplus Book Program. 4-5 times a year, the Asian Studies Bibliographer makes

Table 5-1: Library EA acquisitions budget, 2013-14	
General EA Monographs	\$27,950
General EA Serial/Multimedia/Electronic (mostly periodical subscriptions)	\$39,000
Chinese Monographs	\$8,650
Chinese Serial/Multimedia/Electronic	\$10,000
Japanese Monographs	\$10,350
Japanese Serial/Multimedia/Electronic	\$13,625
Korean Monographs	\$3,092
Korean Serial, Multimedia/Electronic	\$1,944
Total Budgeted	\$104,261
Actual Spending on EA Materials (24% beyond budget)	\$128,799

acquisitions through this program resulting in the addition to GU's collection of over 1,000 Chinese language titles since 2010. GU was selected in 2009 to be the depository institution of the Korean Film Council, from which the library continues to receive the

cinema releases in DVD and other multimedia formats. Since 2010, GU has received a Korea Foundation annual grant to subsidize its subscription to the major electronic Korean Studies databases. Lauinger Library is also a selective depository for U.S. Government documents. The library publishes study guides on Asian History, Chinese, East Asian & South Asian Religions, East, South and Southeast Asian Studies, Japanese and Korean. **Support for Library**

Acquisitions & Staff: Over past three years, the library budget for acquisition of EA resources increased by 40%. Rising demand for EA resources at GU has justified the support from general library funds to acquire more EA related databases. Other support from discretionary and endowed funds brings the total materials allocation for Asian studies to \$128,799 in 2013 (Table 5-1). Additionally, over \$2 million is allocated for the support and purchase of e-books, databases, full-text journals, and articles available through electronic resources, many of which lend support to EA studies as highlighted above. A salary and fringe of \$86,360 directly supports the selection and maintenance of EA area studies materials. **5.B. Access to Outside Materials:**

In-person use of federal government libraries, including the Library of Congress and the National Archives, is possible because of GU's location. The Library of Congress is an extraordinary resource for substantive primary research in virtually any field of EA studies. GU's participation in the Library of Congress Connection program gives students and faculty full access to

borrowing and in-person services. GU's main campus libraries belong to the Association of Research Libraries, the Association of Jesuit Colleges and Universities, the Washington Research Library Consortium (WRLC), and the Chesapeake Information and Research Library Alliance, enabling student and faculty access to millions of additional resources. GU also participates in the OCLC Reciprocal Faculty Borrowing Program with about 200 research libraries across the U.S. In the 2012-13 academic year, GU borrowed 21,107 items via Inter Library Loan, 553 of them being EA materials. GU students and faculty can also access material not available at its own library or the WRLC consortium via East Asian Gateway Service, an innovative transcontinental interlibrary partnership focusing on delivery of full-text Chinese and Korean language academic publications from its partner libraries in Asia. GU's library maintains relationships with universities in China, such as Fudan University, Renmin University and the Central Party School, including an interlibrary loan agreement with Fudan. The GU Asian Studies Bibliographer traveled to Fudan in 2011 to evaluate and assess Fudan's library collection and to coordinate access to GU and Fudan resources for faculty members' research needs.

Among many library subscription resources that support the study of EA are the following core online databases: *Bibliography of Asia Studies*; *Digital Dictionary of Buddhism*; *China Data Online*; *Database for the History of Contemporary Chinese Political Movements, 1949-*; *Current Digest of Chinese Press*; *Duxiu*; *People's Daily Online and Global Times Online*; *Siku Quanshu* (full-text index to the Complete Library of the Four Treasures, a key reference for the study of Chinese classic literature and history); *China Academic Journals* (full-text index to thousands of journals published in China); *Taiwan Electronic Periodical Services*; *Japan Knowledge*; *Cinii Articles and Books*; *Kikozu II Visual For Libraries*; the *Kosesha Zasshi Kiji Sakuin Shusei Database* (complete index database to the major periodicals published in Japan from Meiji Era to

present); *E-Korean Studies Database* (collection of databases with focus on Korea); *Nurimedia*; and *NKNews*. These resources provide information and often full-text access to thousands of journals. Access to news resources includes *Regional Reports* and *World News Connection*, among others. The library maintains subscriptions to numerous general resources and subject-specific databases that provide significant content for EA studies. **Library Access for Non-GU Users:** The main campus libraries are open to the public, with borrowing privileges extended to teachers, students, visiting scholars, and faculty of institutions that have agreements with GU. In 2012-13, GU lent 31,725 items externally, including 209 EA items, reflecting the quality of the library's holdings and their accessibility to non-GU users. Since 2009, full access to library resources has been provided to visiting faculty from 6 EA institutions. From 2011-13, the Asian Studies Bibliographer provided a total of 35 library orientation sessions and over 100 individual research consultations to visiting scholars at GU.

6. QUALITY OF STAFF RESOURCES

6.A. Qualification of Faculty/Staff to Execute Current & Proposed Activities: 41 full-time and 14 part-time faculty teach EA at GU. Appendix 2 lists EA faculty members' high levels of proficiency in EA languages, strong academic resumes, extensive experience in the region, numerous awards and distinctions, superior academic contributions, and professional service records. EA faculty have been called by successive U.S. administrations to serve as senior Asia policymakers in the White House (Green and Cha), the State Department, and the intelligence community, after which they have returned to the classroom. In 2014 ASP will add senior practitioners from the Defense Department (Jackson) and the CIA (Wilder) to enhance the teaching connection between scholarship and policy. GU is the only university on the Eastern seaboard to have three former senior White House officials teaching one-hundred percent Asia-

content classes on campus (Cha, Green, Wilder). Several others faculty are currently or have been Asia policy practitioners in various positions in the federal government, including the foreign service and the intelligence community. ASP's unique assets in this regard imbue its training programs with a strong relevance to bipartisan policy application, helping prepare substantial numbers of graduates with EA expertise to accede to government service in this area of national need. GU has particular strength in Northeast Asia, with SFS, the Department of Government, EALAC, and the History Department housing some of the world's most respected scholars on the history of Chinese medicine (Benedict), Xinjiang and Tibet (Millward), Japanese Politics (Green), Japanese cultural history (Sand), twentieth-century Japanese nationalism (Doak), modern Korean history (Kim), Korean politics (Cha, McNamara), modern Chinese literature (Zhang), and literature of imperial China (Kafalas). SFS has recently hired a new tenure track scholar of Asian studies and political economy (Tajima), a new tenure track scholar of China (Looney), a new tenure track diplomatic historian of Asia, a tenure track hire in Art History (Wang), and a new junior faculty position in Chinese security (Mastro). SFS has also devoted resources to expanding ASP's offerings in South Asia. In the past two years, new faculty lines have been created for tenured professors in Indian politics (Nooruddin) and in Indian political economy (Rudra). These additions complement existing faculty expertise in India and human development (Desai, Joshi). Faculty serve important roles in the professional discipline more widely. Cha is co-editor of the Contemporary Asia in the World Series of books at Columbia University Press and the author of multiple award-winning books, including a book on North Korea that was selected by the prestigious *Foreign Affairs* magazine as one of the best books on the Asia-Pacific for 2013. Sand is associate editor of the *Journal of Asian Studies*, the premier journal in his field. Doak is co-editor of the *Journal of Japanese Studies*, the premier

journal in his field. Several language instructors have advanced degrees in linguistics, teaching, educational psychology, or bilingual education (see Section 4C for more information on language faculty). ASP staff consists of the director (Cha), assistant director (Harrington), events and outreach coordinator (Lee), and supervisor of academic programs (Lyons). The director concurrently holds the D.S. Song-Korea Foundation Endowed Chair in Government and International Affairs, and is former director of undergraduate studies in the Government Department and former director of the international relations major in SFS. He is the recipient of two book prizes, numerous major external grants, GU's Distinguished Research Achievement Award, GU's teaching award, the National Asia Research Scholar Award, and commendations for outstanding government service. Assistant Director Kathleen Harrington studied at Japan's Kwansei Gakuin University and conducted field research with Korea's Yonsei University. She earned her M.A. degree in Conflict Resolution from GU and her B.A. in international relations and EA studies from the University of Toronto. Events and Outreach Coordinator Daye Lee is a native Korean speaker and graduated with her B.S. in International Politics with Honors from GU. Supervisor of Academic Programs Robert Lyons taught oral English at Huazhong Normal University in China and he earned his M.A. degree in international relations focused on China Studies at Johns Hopkins SAIS. The library's EA collection is managed by a full-time Asian Studies and Linguistics Bibliographer (Ye), who holds a masters of library and information science and an M.A. in Chinese intellectual history. The Law-Asia program is co-directed by law professors with expertise in EA comparative law (Feinerman, Dinh), one of whom participates in ASP oversight by sitting on the Asian Studies Faculty Executive Committee. OGE and ITT have additional staff dedicated to GU's linkages in EA. **Professional Development & Overseas Experience:** GU faculty are renowned for their internationally focused research. Over 300

faculty members travel abroad each year on university business, and at current count, 111 GU-based scholars have interests in EA. Faculty have access to a variety of internal funding opportunities for international research. The Graduate School of Arts and Sciences offers 6 competitive programs and one non-competitive program as part of its institutional research support, and advises faculty on external funding sources. SFS offers competitive research grants to all its faculty, plus small grants-in-aid. ASP, with Title VI support, operates an East Asia faculty research fund. IIT offers International Collaborative Research Grants, including one specifically for engaging India, and 11 of which have gone to faculty researching Asia since 2007. The GU Liaison Office in Shanghai develops opportunities for GU faculty visits to China. The Office of Sponsored Programs supports faculty in developing proposals for external funding, and IIT provides assistance to faculty and administrators seeking to develop new institutional relationships. The Asian Studies Librarian regularly travels to EA on library business.

Professional school faculty travel to EA in the context of overseas programs described in Section 2B. **Participation in Teaching, Supervision, & Advising:** Full-time EA faculty teach 4 courses per academic year, supervise research theses for the ASUC, ASGC, and MASIA, frequently offer semester-long tutorials to meet individual students' needs, and participate extensively in the student advising and mentoring process. ASUC and ASGC students are mentored by at least two academic staff—a faculty/thesis mentor and the ASP Supervisor of Academic Programs. The MASIA students are advised by a faculty advisor and the ASP Supervisor of Academic Programs. For information on faculty and staff participation in advising of students, see Section 2B for a description of SFS's dual-advising system. **6.B. Program Staffing & Oversight:** The Asian Studies Faculty Executive Committee oversees ASP and the Asian Studies curriculum and makes student awards. The Committee's 5 core faculty members are drawn from the

Government, History, EALAC, and Science, Technology, and International Affairs departments and the law school, and serve 2-year appointments on a rotational basis. The larger Asian Studies Faculty Council includes all Asian Studies faculty and representatives from the library and law school and meets twice per semester to ratify or disapprove decisions by the Executive Committee. ASP staff include the director, assistant director, events and outreach coordinator, supervisor of academic programs, and 2 student assistants. The director for Asian Studies is appointed by the dean for a one-year renewable term. ASP submits an annual report on programs, budget, and staff performance to the SFS dean following an internal program assessment. The ASP director reviews student evaluations of adjunct faculty every semester against GU teaching standards, and evaluates new courses in conjunction with the undergraduate and graduate deans. The Graduate School of Arts and Sciences performs a 3-year audit of the MASIA; annual MASIA admissions and outcomes are reported to the SFS dean.

6.C. Diversity Commitment: Women currently comprise 50.4% of GU's workforce, and minorities 23.3%; in addition to women and minorities who do not voluntarily self-identify. This represents rapid growth in both categories since 2007. GU has an Affirmative Action Plan and faculty hiring procedures designed to advertise, recruit vigorously, and employ qualified candidates, particularly minority persons, women, veterans, and persons with disabilities. Departments initiating searches submit an Affirmative Action Recruitment Report demonstrating cultivation of a diverse applicant pool to the Office of Institutional Diversity, Equity, and Affirmative Action. Search committees are required to follow detailed procedures in advertising the position, to make efforts to include minority and women interviewers, to keep records to demonstrate that all affirmative action procedures have been observed, and to submit a second affirmative action report at the conclusion of the search. Voluntarily supplied applicant race and gender data are

used to assess advertising effectiveness. Since 2006, a Vice President for Institutional Diversity and Equity has overseen the Office of Affirmative Action and worked with senior administrators, faculty (including the ASP director), staff and students to promote diversity, inclusivity and equity including through education, training, counseling, outreach and retention efforts.

7. OUTREACH ACTIVITIES

ASP joined the National Consortium for Teaching about Asia (NCTA) in 2012 as a partner to provide professional development opportunities for Pennsylvania, Maryland, Virginia, and DC K-12 and community college teachers. As a partner, ASP has hosted 36-hour NCTA professional development seminars on East Asia each year for the past two years, and plans to host two more over the next four years. **Elementary & Secondary Schools:** Through its partnership with NCTA and its own outreach initiatives, ASP has directly impacted 88 elementary and secondary schools in the Maryland-Virginia-D.C. area. The East Asia Speakers Bureau, which brought Georgetown faculty and staff to area classrooms to give presentations on EA, directly reached 3,280 students. As a result of ASP's teacher training activities, the number of students indirectly reached is significant. ASP has created and made available online 20 educational resources on EA for K-12 teachers through our eastasianrc.org website. 10 more will be posted over the summer. This Title VI funding request includes proposed activities involving a new partnership with Lord Fairfax Community College and its multi-school district Educational Consortium in order to reach greater numbers of K-12 and community college teachers, as well as pre-teachers at both LFCC and Howard University (NRC CPP 1 & 2). **Postsecondary Institutions:** Through its partnership with NCTA and its own outreach initiatives, ASP has directly impacted 11 community colleges in the region. Many postsecondary educators participated in ASP's

professional development day-long workshops, Asia Days, which focused on EA-specific substantive issues and pedagogy and were conducted by ASP faculty. ASP also gave community

Table 7-1: EA events hosted or co-sponsored, 2013-14 academic year			
Date	Title	Audience / Count	
9/14/13	NCTA Follow-Up 1	K-12 teachers	14
9/28/13	NCTA Session 1	K-12 teachers	15
10/5/13	NCTA Follow-Up 2	K-12 teachers	15
10/12/13	NCTA Session 2	K-12 teachers	15
10/26/13	NCTA Session 3	K-12 teachers	15
11/7/13	Women's Role in Peace and Security (Akiko Yamanaka)	Public	10
11/9/13	NCTA Session 4	K-12 teachers	15
11/13/13	In Line Behind a Billion People: How Scarcity Will Stop China's Ascent	Public	70
11/19/13	China Speaker Series: Chris Johnson, CSIS	Public	50
11/20/13	Amb. Susan Rice on America's Future in Asia (Theory and Policy Series)	GU community	650
11/23/13	NCTA Session 5	K-12 teachers	15
12/7/13	NCTA Session 6	K-12 teachers	15
1/4/14	NCTA Session 7	K-12 teachers	15
1/13/14	Victor Cha & Moises Naim: The End of Power (Theory & Policy Series)	Public	100
1/18/14	NCTA Session 8	K-12 teachers	15
1/23/14	Silk Road Columbia Cast	K-12 teachers	54
1/24/14	China Speaker Series: Jason Ng: Blocked on Weibo	Public	23
2/1/14	NCTA Session 9	K-12 teachers	15
2/15/14	NCTA Session 10	K-12 teachers	15
2/18/14	Lunch with an Ambassador Series: Ambassador Jalil Abbas Jilani	Public	30
2/21/14	Post-Typhoon Haiyan Recovery Panel (Public Health in Asia Series)	Public	12
3/5/14	Lunch with an Ambassador Series: Ambassador Ahn Ho-Young	GU community	40
3/18/14	Contemporary Buddhist-inspired Artistic Display	Public	23
3/19/14	China and the South Pacific (Theory and Policy Series)	GU community	15
3/21/14	China-US Forum (Theory and Policy Series)	Public	400
3/26/14	Biomedicine, Health, and Nation-Building in South Korea Since 1945	Public	10
3/31/14	Drone Dialogues (Theory and Policy Series)		30
4/2/14	Lunch with an Ambassador: J. Stapleton Roy	GU Community	75
4/3/14	China Speaker Series: Helena Rene: China's Sent-Down Generation	Public	13
4/9/14	New Avian Influenzas in East Asia: Global Health Security and Policy	Public	57
4/11/14	China Speaker Series: Sophie Meunier: Chinese Investment in Europe	GU Community	15
4/24/14	The initiatives of Hiroshima toward the world without nuclear weapons	GU Community	54
4/25/14	Taiwan Vice President Annette Lu: My Fight for a New Taiwan (Theory & Policy Series)	GU Community	70

college professors the ability to utilize GU's academic resources free of charge through the Asia Scholars Access Pass. **Business, Media, & General Public:** ASP sponsors eight EA speaker

series typically open to the public. The signature “Theory and Policy Series” and “Dialogue with the Ambassador” bring U.S. and Asian government officials to discuss current policy issues and have recently featured the author of the pivot to Asia (former assistant secretary of state Kurt Campbell), the undersecretary of state for public diplomacy (Kathleen Stephens), the Japanese ambassador (Kenichiro Sasae), and the Korean ambassador (Ahn Ho-yong). As part of the Distinguished Lecture Series, ASP, together with the university’s Office of the President, hosted an event in 2012, “Forging Consensus: US-Asia Policy in the Next Administration,” featuring America’s top past and present diplomats on Asia. In 2013 ASP and the President’s Office hosted National Security Advisor Susan Rice, who spoke about the Obama administration’s “pivot” to Asia. Both events drew nearly 700 people and national and international media coverage. In 2014, ASP and Georgetown’s Medical Center partnered with the White House to host a day-long event on “New Avian Influenzas in East Asia: Global Health Security and Policy” to support the Obama administration’s February 2014 launch of its Global Health Security Initiative. Many other EA events are open and accessible to the general public and are advertised on ASP’s website and through email distribution lists. They typically attract audiences of 30-100 people from the university and broader community including foreign embassies, NGOs, international financial institutions, and private sector business. GU regularly hosts heads of state and foreign ministers: past leaders of Korea, the Philippines, Thailand and East Timor have been featured in recent years. GU has hosted President Obama on campus for speeches three times thus far during his terms in office. National media like CSPAN, the *New York Times*, the *Washington Post*, the *Financial Times*, and the *Wall Street Journal* cover our events. As part of the Asian Studies Multimedia Initiative, we typically post EA event audio on our website, www.aspmmedia.org, for broader consumption. Over 60 EA events and conferences were held during the 2013-14

academic year (selected events listed in Table 7-1), making GU a hub of EA activities in Washington. EA faculty are regularly sought out by national and Asian media for their expertise.

8. PROGRAM PLANNING AND BUDGET

8.A. Quality of Activities & Relevance to NRC Program: The activities for which we request funding support 3 goals: (1) increase the quality of pedagogy on EA at K-14 schools; (2) increase the number of students graduating with advanced EA area knowledge and EA language proficiency; (3) expand faculty contributions to the field of EA studies and the advancement of scholarly debate on EA. The relationship between these goals and the following activities can also be seen in Appendix 4. Where activities address NRC priorities, this is indicated here in parentheses and in Appendix 1 as a budget column. Although this proposal is for EA as an NRC world region focus, a cross-cutting theme of the planned activities is the region's connectivity to SA and SEA. Leveraging GU's area studies, faculty, and overseas linkages in SA/SEA, this tie-in recognizes the strategic importance of the U.S. pivot to Asia in the context of China's growing footprint in SEA and increasing interaction between China and India across the larger continent. A second theme is collaboration among GU's three NRCs to implement cost-effective outreach aligned with NRC priorities.

1) Increasing the quality of pedagogy on EA at K-14 schools. The cornerstone of ASP's planned outreach activities in the next four years are collaborations with Lord Fairfax Community College and Howard University to both incorporate and improve EA curriculum and instruction at the institutions and to integrate an international dimension into teacher education (NRC CPP 1 & 2, NRC AP).

- *Lord Fairfax Community College collaboration:* The LFCC partnership is targeted to students in its Associate Arts & Sciences Degree in Education program, to the LFCC

Educational Consortium through which it collaborates with public school districts to create local access to professional development training for K-12 school personnel, and to its faculty (at its three campuses serving eight counties). First, ASP will supply GU EA, SA, and SEA faculty experts to provide seminars for LFCC's annual "Global Awareness Day," which is geared toward the entire LFCC community, including education students and pre-teachers. Second, ASP will supply GU EA, SA, and SEA faculty experts for and jointly devise workshops held by the LFCC Educational Consortium. Third, ASP will extend its "Asia Scholar Access Pass," begun with NRC funding, to two LFCC education program faculty or students annually, allowing holders full access to GU's library, language lab facilities, and Asia-related events hosted at GU. Fourth, LFCC faculty will be offered the opportunity to submit research for publication in the new *Georgetown Journal of Asian Affairs* to further their professional development. Fifth, qualified LFCC teachers or pre-teachers will be invited to join research trips to Asia with GU faculty and MASIA students.

- *Howard University School of Education Collaboration* (NRC CPP 1 & 2, NRC AP): A four-year institutional collaboration between GU's three NRCs and the Howard University School of Education will result in a course in teaching global studies offered each semester and once each summer in years 2-4. The collaboration will meld HUSOE's expertise in education for pre-service and in-service teacher training, educational leadership and policy, and K-12 curriculum development, with the three Georgetown University NRCs' (GUNRCs') content expertise in their respective world regions. This activity will support HUSOE's integration of international and intercultural dimensions into its teacher education and assist with the production of curriculum materials for the GUNRCs outreach programs and for use in HUSOE curriculum development coursework and student teaching settings. Students from the following HUSOE

degree programs will benefit from this internationalized content: B.S. in Elementary Education with an emphasis on international and global subjects; minor in secondary education; B.S. in Human Development; M.Ed. degrees in Education (all levels), Educational Leadership, and School Psychology; and Ph.Ds in School Psychology and Ed.D.s in Educational Administration.

- *DC Public Schools Collaboration* (NRC AP): The GUNRCs will collaborate with DCPS to supply multi-region expertise for social studies curriculum development, with ASP supplying expertise specifically for EA, SA, and SEA. The centers will assign part-time graduate student research assistants to aid DCPS curriculum developers and engage part-time curriculum consultants for teacher workshops. Graduate research assistants will research materials for teaching modules, consult with faculty, and work on other projects for the DCPS social studies curriculum developers. The part-time curriculum consultants will work with the GUNRCs to develop teaching modules and other materials for teacher workshops and for the NRCs' collection of online resources, and instruct participants at GUNRC teacher workshops on the use of these materials. The consultants will ensure that the modules and materials provided by the NRCs are both effective and compatible with curricula at DCPS and surrounding districts.
- *KAKEHASHI Young Professionals Exchange Program* (NRC AP): Each year ASP will include one or more LFCC education students or HOSOE students in this exchange program for individuals under the age of 35. This partnership with Japan's Ministry of Foreign Affairs brings GU students and faculty to Japan for 10 days of cultural exchange and research; funds are requested to provide the participant a stipend afterward to develop a lesson plans for teaching about Japan.
- *GUNRCs Collaborative Professional Development Seminars*: The three GUNRCs will present a World Religions Seminar in Summer 2016 (NRC AP). Teachers of world religions are

faced with the challenge of identifying accurate, balanced and constitutionally appropriate material on all of the major world faith traditions. This week-long summer institute will combine the educational resources and scholarly expertise of the GUNRCs together with local religious sites, religious leaders and museums. Lectures, roundtables, site visits and integration of the arts and literature will be combined with collaborative lesson planning sessions during the institute that will integrate the knowledge acquired with the needs and requirements of skills- and content-based instruction. The institute will be open to all teachers in the region, with particular focus on disseminating information through partner colleges' and universities' pre-service teacher training programs. In addition, the three GUNRCs will develop and hold a seminar for K-14 teachers each year on important topics in global affairs as they pertain to each NRC's world region (NRC AP, NRC CPP 1). These day-long annual seminars will cover the themes of water, revolution, energy, and migration. Public morning lectures by GUNRC faculty will be followed by afternoon workshops for developing curriculum units. Post-seminar, selected teachers will be offered honorariums to have their units reviewed by GUNRC faculty and outreach coordinators.

- *Women Leaders in Asia event series* (NRC CPP 1): ASP will initiate an annual speaker series featuring women leaders representing U.S. relations with EA, SA, and SEA, to be held at GU and at area community colleges. ASP will work with GU's new Institute for Women, Peace, and Security (Honorary Founding Chairperson is Hillary Clinton) in identifying speakers and research topics.
- *National Consortium for Teaching about Asia* (NRC AP, NRC CPP 1): ASP will maintain its activities under the NCTA, in collaboration with its NCTA coordinating-site partners (University of Pittsburgh Asian Studies Center and University of Colorado Program for Teaching East Asia),

in order to bring proven professional development opportunities on EA to K-14 teachers in the local area. In grant years 2 and 4, ASP will conduct its 36-hour curriculum training and professional development seminars. During grant years 1 and 3—NCTA off-cycle years—ASP will hold two enrichment seminars for NCTA alumni.

- *East Asia 101 Videos (AP):* ASP will develop and produce three 15-minute educational videos on “China 101,” “Japan 101,” and “Korea 101,” featuring ASP faculty for use in all ASP outreach to K-14 teachers and pre-teachers. This new outreach activity is inspired by the need for concise, up-to-date multimedia overviews to complement the teaching of EA. We expect this media format to reach a broad audience. Cha’s iTunes course on North Korea, for example, had 30,000 downloads. These will be disseminated through ASP’s network of teacher training alumni and their institutions, as well as online at GU’s Asian Studies Multimedia website.

- *High-profile outreach events:* With NRC funding assistance, GU has established itself as a unique center of prominent discussion and debate on U.S.-Asia relations by regularly hosting high-profile, nonpartisan speaker and panel events, the significant impact of which is demonstrated in Section 9A. In addition to the new Women Leaders in Asia event series and the Georgetown Asia Service Award, ASP will maintain this role entirely through institutional and non-NRC support, arranging two to three presentations over the grant period by senior U.S. officials with responsibility for Asia relations and/or prominent EA, SA, and SEA political leaders and scholars. ASP will provide access to and encourage participation at these events by faculty and education students at LFCC and HUSOE (NRC CPP 1 & 2). *Dissemination:* Impact of all NRC-funded activities will be extended by disseminating all products—lesson plans, curriculum units, East Asia 101 videos, and podcasts and videos of speaker events—through GU’s Asian Studies Multimedia website and the ASP’s NRC website (easasianrc.org), which GU

will absorbing the cost of maintenance for in this new funding cycle. 2) Increasing the number of students graduating with advanced EA area knowledge and EA language proficiency.

- *Overseas Linkages* (NRC IP): ASP proposes to develop multiple linkages with overseas institutions of higher education. First, beginning Spring 2015, ASP will send students to the 3-Campus Comparative East Asian Studies Program hosted by Keio University (Japan), Yonsei University (Korea), and Hong Kong University. Through course work on the three campuses, a mentored internship, and co-curricular activities, the program offers an enriched understanding of EA's dynamic relations and U.S. interests in the region. This innovative new approach to study-abroad provides holistic regional academic immersion in Asia (Japan and Korea), and internship experience in China. Funds are requested to support 2 students' tuition to the program. Secondly, ASP proposes to apply NRC funds to membership in a newly forming U.S.-based consortium, the Inter-University Center for the Academic Study of Korean (IUCASK). The purpose is to enhance the Korean language skills of non-native speaker Koreanists. Modeled on similar inter-university centers for Japanese and Chinese, consortium member contributions are required in exchange for admissions priority and tuition reductions for GU students and representation on the center's executive committee. GU will also rotate with other members in acting as the U.S. base for the consortium.
- *Area instruction*: NRC funds are requested to support partially a new visiting position in Korean studies. This professor will advise students on the 3-Campus Comparative EA Studies Program and the IUCASK, provide coordination support for those linkages, and teach courses. NRC funds are also requested for portions of salaries for the instruction of five area courses per year, in particular to support the success and growth of ASP and high demand for the three-year-old MASIA program. These courses include Japanese Political Economy, China Business &

Economy, Human Security in Asia, China-India Relations, and China-Southeast Asian Relations—the latter two providing students with critical understanding of evolving inter-regional dynamics that impact the U.S. strategic pivot to Asia.

- *Assistant Director Salary*: Funds are requested to support a portion of the adjusted ASP assistant director salary to reflect the administration of new courses, additional students, and other responsibilities stemming from NRC activities and MASIA growth.
- *Language instruction*: Funds are requested to support adjunct salaries for upper-level CJK courses, in response to 17% growth in enrollment in those languages over the past three academic years.

3) Expanding faculty contributions to the field of EA studies and the advancement of scholarly debate on EA.

- *EA Faculty Research Fund*: ASP proposes to maintain its EA-specific fund for faculty research and travel fellowships. Faculty apply for these through the ASP Executive Committee on an as-needed basis. In reviewing applications, the Committee gives priority to EA faculty who do not have access through designated departments to existing grants. NRC funds applied to these awards have significantly boosted the academic contributions of GU's accomplished faculty in the area of EA studies, as other grants offered through departments are not region-specific. Faculty apply for funds to cover research and publication costs and/or domestic conference travel.
- *Contemporary Asia editorship*: Funding is requested for a faculty member to continue scholarly contribution to the field of EA studies by hosting editorship of the "Contemporary Asia in the World" book series published by Columbia University Press, which during the prior round of NRC support enabled the publication of 13 titles (see Table 9).

- *Georgetown Journal of Asian Affairs*: ASP proposes to create a new journal, the first on Asia in the university's history and covering EA, SA, and SEA. This biannual journal will offer innovative content, blending opinion policy pieces, pedagogical pieces on teaching about Asia (NRC AP), and student and faculty research. No such journal exists in the Asia field, and this design uniquely represents the qualities of GU's NRC. Funds are requested to support a student editor. LFCC faculty will be offered the opportunity to submit research for publication in the journal as well (NRC CPP 1).
- *Library acquisitions*: We request funds to assist the library in adding EA resources to its collection and further developing its holdings in accessible, space-saving formats. Funds would support the following database subscriptions and acquisitions: 1) *China Economy, Public Policy and Security Database (Pishu)*, 2) *NK News*, 3) *Tibetan Buddhist Resource Center Core Text Collections*, and 4) the acquisition of e-books, for which vendors in EA have been contacted regarding collection development.

8.B. Timeline: See Table 8.B. **Effective Use of Resources & Personnel:** See 8.C. **8.C. Cost of Activities:** The budget narrative reflects reasonable cost estimates and frugal use of NRC funds. The grant will provide targeted enhancements to GU's growing institutional commitment to EA studies and a significant expansion of outreach endeavors in line with ED priorities. Through thorough collection of impact data and attention to the needs and suggestions of outreach recipients and stakeholders, we will further fine-tune our NRC activities as the grant cycle progresses to make the most effective possible use of grant funds. NRC funds will augment GU efforts to lay the groundwork for programs that will become self-sustaining (e.g. the 3-Campus Comparative Asian Studies Program, IUCASK, *Georgetown Journal of Asian Affairs*), or play a seeding role by garnering university support to supplant or significantly bolster Title VI funding

8.B. Timeline								
	Fall-14	Spring-15	Fall-15	Spring-16	Fall-16	Spring-17	Fall-17	Spring-18
LFCC Collaboration	Educational Consortium Seminar	Global Awareness Day	Educational Consortium Seminar	Global Awareness Day	Educational Consortium Seminar	Global Awareness Day	Educational Consortium Seminar	Global Awareness Day
Howard U. Collaborative Course	Workshop to explore areas of expertise and academic priorities and create ideas for cross-lectures and curriculum development training		Asia Scholar Access Pass (all semesters) Collaborative course to be offered each semester, including summer term; each capped with end-of-semester student symposium; development of online compendium of curricular materials developed over the program					
DCPS Curricular Support	Ongoing collaborative curriculum development, including 2 DCPS-specific GU-hosted workshops annually		Ongoing collaborative curriculum development, including 2 DCPS-specific GU-hosted workshops annually		Ongoing collaborative curriculum development, including 2 DCPS-specific GU-hosted workshops annually		Ongoing collaborative curriculum development, including 2 DCPS-specific GU-hosted workshops annually	
KAKEHASHI Young Professionals Exchange Program		Exchange program in Japan (May) for 12-15 GU students and Howard faculty pre-teachers		Exchange program in Japan (May) for 12-15 GU students and Howard faculty pre-teachers		Exchange program in Japan (May) for 12-15 GU students and Howard faculty pre-teachers		Exchange program in Japan (May) for 12-15 GU students and Howard faculty pre-teachers
GUNRCs Collaborative Professional Development Seminars	Seminar on global affairs topic (e.g. water)		Seminar on global affairs topic (e.g. revolution)	World Religions Seminar (Summer-16)	Seminar on global affairs topic (e.g. energy)		Seminar on global affairs topic (e.g. migration)	
Women Leaders in Asia	One event annually		One event annually		One event annually		One event annually	
NCTA Professional Development	1 alumni enrichment seminar.	1 alumni enrichment seminar.	10 NCTA training sessions		1 alumni enrichment seminar.	1 alumni enrichment seminar.	10 NCTA training sessions	

Seminars	(NCTA off-cycle year)	(NCTA off-cycle year)	Development	Production	(NCTA off-cycle year)	(NCTA off-cycle year)	(NCTA off-cycle year)
East Asia 101 Videos			Dissemination				
3-Campus Comparative EA Studies Program		First cohort		Second cohort		Third cohort	Fourth cohort
Inter-Univ. Ctr. for Academic Study of Korean		Launch	Potential GU student participation	Potential GU student participation	Potential GU student participation	Potential GU student participation.	Potential GU student participation.
Supported Area Courses		China-Southeast Asian Relations, China Business & Economy, Japanese Political Economy, China-India Relations, Human Security in Asia	Same as Spring-15	Same as Spring-15	Same as Spring-15	Same as Spring-15	Same as Spring-15
Supported Language Courses	Upper-level Chinese, Japanese, & Korean		Upper-level Chinese, Japanese, & Korean		Upper-level Chinese, Japanese, & Korean	Upper-level Chinese, Japanese, & Korean	
Research Fund	Rolling submissions, and awards, and research/publications						
Contemporary Asia Editorship	2-3 books published		2-3 books published		2-3 books published		2-3 books published
GU Asian Affairs Journal	Issue 1 published	Issue 2 published	Issue 3 published	Issue 4 published	Issue 5 published	Issue 6 published	Issue 7 published
Library Acquisitions	Database subscriptions: Pishu, NK News, and Tibetan Buddhism Resource Center Core Text Collections						
							Issue 8 published
							E-book acquisitions

(e.g. library acquisitions, outreach, visiting professorship in Korean studies). Institutional support will now account for the entire outreach coordinator salary that was seeded in the prior NRC funding round. Several activities propose to utilize relatively small amounts of NRC funding to either complement institutional support, address a funding gap, or bolster the activity's impact on NRC priorities (NCTA outreach, KAKEHASHI, 3-Campus Comparative EA Studies Program, IUCASK). In the case of the Contemporary Asia in the World editorship, modest NRC funding will facilitate the publication of an average of 2-3 books annually, with GU absorbing the funding gap by year 4. Institutional support is also set to incrementally absorb the cost of the IUCASK partnership. Support for area studies and language courses are proposed with the strengths of existing faculty and the needs of the expanding MASIA program and NRC activities in mind, and will help ensure the quality of activities funded by the grant.

8.D. Impact on Training Programs: The activities proposed would substantially enhance GU's EA area and language training programs, particularly the support for advanced CJK language courses, new targeted area studies courses, and training opportunities created through the new linkages with the 3-campus Japan-Korea-China Comparative East Asian Studies program, the KAKEHASHI Young Professionals Exchange Program, and the IUCASK. The grant-supported courses, designed to leverage NRC funds to strengthen the curriculum of the successful and growing MASIA program, also serve the area studies and language proficiency needs of undergraduates majoring in languages, regional studies, and comparative studies; undergraduates pursuing the ASUC; and graduate and professional school students pursuing the ASGC. Combined with FLAS fellowships, these activities allow GU to increase its contributions to the pool of specialists in EA and professionals with understanding of this important region. Funding for

faculty research will enrich teaching of undergraduate and graduate courses by keeping course content up-to-date and modeling academic inquiry and critical thinking.

9. IMPACT & EVALUATION

9.A. Impact on University, Community, Region, & Nation: The MASIA, ASGC and ASUC are hallmarks of ASP's efforts to: 1) build Asian studies across the university, including the professional schools, and to forge linkages between EA area studies and language faculty; 2) train the next generation of America's Asia specialists; and 3) train those outside the U.S. who will be leaders in Asia or the region's relations with other parts of the globe. ASUC and MASIA students populate internship positions virtually every semester at the State Department's East

Table 9-1: MASIA job and internship placements in U.S. federal government (2012-14)
Dept. of State, Korea Desk (job)
Dept. of Defense (job)
Dept. of Justice (job)
Dept. of State, Consular Adjudicator, China (job offered)
International Trade Association, Office of EA (intern)
Dept. of Defense (intern)
Dept. of State, Office of Public Diplomacy (intern)
National Security Agency (1 job, 1 intern))
Dept. of State, EA & Pacific Affairs (intern)
U.S. Consulate in Guangzhou, China (intern)
U.S. Trade Representative (intern)
Dept. of State, Korea Desk (3 interns)
U.S. Embassy, Ulaan Bataar, Mongolia (intern)
U.S. Embassy, Seoul, Korea (intern)
Dept. of State, China Desk (3 interns)
Dept. of State, Australia/New Zealand Affairs (intern)
Dept. of Commerce (intern)

Asian and Pacific Affairs Bureau on the Korea, China, and Japan desks. Several of these students have gone on to permanent employment at State, Commerce, or intelligence agencies (Table 9-1). ASP's outreach to regional K-14 teachers and students has stimulated energetic demand for the EA expertise of GU's faculty and graduate students. The university and local

communities take significant advantage of GU's Asia events. For impact data and participation rates for ASP's outreach activities, events, and speaker series, see Section 7. National impact is significant: GU has had three core faculty (two currently) who were key negotiators for North Korean nuclear agreements while serving as high-level Asia officials in the Clinton and Bush administrations on tenured leave. They and other EA faculty experts are regularly sought by the

current White House, State, Defense Department, Congress, and intelligence community for policy consultations. A new ASP visiting scholar (Jackson) is advisor for strategy in the Office of the Secretary of Defense. This is also true of SFS more broadly, with SFS- affiliated scholars serving as the current secretary of defense, starting in the fall 2014 as the Senior Director for

Table 9-2: Books edited and published since Fall 2010 for the Contemporary Asia in the World book series with Columbia University Press

Bryan Tilt, <i>Dams and Development in China</i> , December 2014.
Danielle L. Chubb, <i>Contentious Activism and Inter-Korean Relations</i> , February 2014.
Øystein Tunsjø, <i>Security and Profit in China's Energy Policy</i> , November 2013.
Tomohito Shinoda, <i>Contemporary Japanese Politics: Institutional Changes and Power Shifts</i> , Sept. 2013.
Denny Roy, <i>Return of the Dragon: Rising China and Regional Security</i> , July 2013.
J. Charles Schencking, <i>The Great Kantō Earthquake and the Chimera of National Reconstruction in Japan</i> , July 2013.
Joanna I. Lewis, <i>Green Innovation in China</i> , November 2012.
Zheng Wang, <i>Never Forget National Humiliation</i> , July 2012.
James Clay Moltz, <i>Asia's Space Race</i> , December 2011.
James Reilly, <i>Strong Society, Smart State: The Rise of Public Opinion in China's Japan Policy</i> , Oct. 2011.
Patrick McEachern, <i>Inside the Red Box: North Korea's Post-totalitarian Politics</i> , December 2010.
Yuan-kang Wang, <i>Harmony and War: Confucian Culture and Chinese Power Politics</i> , December 2010.
David C. Kang, <i>East Asia Before the West: Five Centuries of Trade and Tribute</i> , October 2010.

European affairs at the NSC, until 2011 the deputy assistant secretary of defense for the Middle East, and until recently the first U.S. ambassador for global women's issues. GU ASP faculty are routinely featured in interviews by national and Asian media. Some GU Asia events are televised by CSPAN and/or attended by representatives from newspapers with national readerships (*New York Times*, *Washington Post*) and Asian media. *The Washington Post* has profiled courses taught by former U.S. officials Cha and Green, showcasing nationally EA instruction at GU. *Financial Times* and *Washington Post* correspondents have taken courses at GU to prepare for new posts at EA bureaus. The ASP director's editorship of the Contemporary Asia in the World series, published by Columbia University Press, has resulted in the publication of 13 books that are informing public and policymaker understanding of U.S. interests in EA (see Table 9-2). The Georgetown Asia Service Award, the first of which has been awarded to former assistant secretary of state for East Asian and Pacific affairs and "pivot" architect Kurt Campbell,

adds to GU's high-profile EA-related events in positioning the NRC for high impact and visibility on a national scale. For enrollment and graduate placement data see Section 9D. **9.B. Equal Access:** Equal access and treatment of eligible students and other participants is guaranteed by GU's equal opportunity policies. ASP will seek to boost the participation of minorities, women, and other traditionally under-represented constituencies in EA training programs by utilizing relevant campus groups and university resource offices to target its advertisement of Asian Studies curricula, events, and FLAS fellowships. Such efforts have resulted in at least 25% of our FLAS fellows in 2012 and 2013 being from under-represented minority groups on campus (African-American and Latin-American). ASP will work with the Academic Resource Center to provide accommodations for disabled students. We will plan accessible events to the extent possible and advertise the provision of auxiliary aids and services to Asia event and workshop invitees. ASP's consistent dissemination of event materials online is intended to help information produced by our programs reach groups to whom the campus is inaccessible. Our library funding requests entirely support acquisition of accessible electronic resources. **9.C. Evaluation Plan:** In 2014-18, ASP will implement a comprehensive evaluation plan that will measure and produce quantifiable data on three main goals under this Title VI project: (1) increase the quality of pedagogy on EA at K-14 schools; (2) increase the number of students graduating with advanced EA area knowledge and EA language proficiency; (3) expand faculty contributions to the field of EA studies and the advancement of scholarly debate on EA. ASP has engaged an independent project evaluator, Dr. Donna Mertens, Retired Professor from Gallaudet University, to work with ASP and two other GUNRCs to implement this evaluation plan, thereby pooling resources and sharing funds. Dr. Mertens has worked with the GUNRCs during the proposal development phase to design the evaluation plan and ensure its development

and implementation for the entire grant cycle. Dr. Mertens has over 30 years of experience as a professional evaluator and has authored, co-authored or edited over 15 books related to research and evaluation methods. She was a professor in the Department of Education at Gallaudet University for 32 years where she taught research and evaluation to M.A. and Ph.D. students in education and other fields. Mertens also serves as the Editor for the *Journal of Mixed Methods Research*. Her full bio is provided in Appendix 2. Dr. Mertens will use a mixed methods approach involving both quantitative and qualitative data collection to assess ASP's success in meeting the three project goals. These goals and the performance measures and planned activities for each are detailed in the individual Performance Measure Forms (PMFs) in Appendix 4. The evaluation will be conducted in adherence to practices published in Program Evaluation Standards: A Guide for Evaluators and Evaluation Users (D.B. Yarbrough, L.J. Shulha, R.K. Hopson, & F.A. Caruthers, SAGE Publications, 2011), including a focus on issues related to utility, feasibility, propriety, accuracy, and evaluation accountability. A transformative mixed methods design (D.M. Mertens & A.T. Wilson, Program Evaluation Theory and Practice, Guildford Press, 2012) will be used to provide ongoing information to project stakeholders and to ensure equal access and treatment of eligible project participants who are members of underrepresented groups. Measurement tools will be developed and tested to ensure that they are culturally responsive and include appropriate content. For example, language testing will be covered from institutional sources and will be conducted by a certified testing specialist who will test advanced-level language learners on all four skills emphasized in instruction at GU: speaking, reading, writing, and listening comprehension. Dr. Mertens's experience in and use of advanced methodologies will provide ASP with meaningful, useful and measurable criteria and outcome-oriented data to allow necessary adjustments throughout the project period, and will

also provide useful quantitative and qualitative data for US/ED. Data analysis will be conducted using appropriate statistical measures and qualitative software (SPSS, HyperResearch); integration of quantitative and qualitative data will occur at appropriate times during the project in order to maximize the usefulness of a mixed methods approach. This evaluation plan summarizes the data that Dr. Mertens will collect, analyze, and report; in addition, ASP will also track and analyze data internally (e.g., faculty publications, course enrollments, library acquisitions, graduate placement, attendance at outreach programs, participation in programs made available through expanded overseas linkages, “hits” to electronically posted resources).

Recent Evaluations: In response to recent evaluations on its NRC programming, conducted by Indiana University’s Center for Evaluation and Education Policy, ASP has created a more user-friendly website to house its online NRC offerings, changed when its hold teacher training activities to weekends, and doubled its offerings on China to meet curricular demands. In response to recent evaluations on its language instruction, conducted by the Center for Applied Linguistics, ASP has increased the number of high-level Chinese language classes as students have shown significant growth in their Chinese proficiency. ASP regularly makes adjustments to improve its programs in response to evaluation procedures outlined in Section 6B. **9.D. Impact**

on Supply of EA Specialists: Recent ASP graduates have interned or are working in a wide range of sectors including in banking (Goldman Sachs), retail (Revlon), U.S. government (State, Treasury, Defense Departments), think tanks (Council on Foreign Relations, Stimson Center, CSIS, Pacific Forum, Project 2049 Institute), journalism (*Washington Post*), intelligence (CIA), and consulting (Bower Group Asia). The new and successful MASIA program graduated its first cohort of 17 students in May 2014, and subsequent cohorts have grown to 20, 26, and now 34 (for the class enrolling in Fall 2014). The new MASIA holders (three of them also FLAS

fellows) are already applying their expertise in this area of national need through placements at the U.S. Department of State (Korea Desk), Department of Defense, Department of Justice, Stimson Center, CSIS Pacific Forum, Project 2049, BlackPeak, and SafeSource Trading. Other FLAS fellows are working at the Japan Automobiles Manufacturers Association, 4Points Solutions, and the federal government. These placements all occurred within six months of graduation and are in addition to strong, quality internship placements. This strong performance substantiates the MASIA's mission to train the next generation of Asia specialists in the U.S. Since 2000, ASP's ASUC has facilitated the achievement of EA area and language expertise for over 247 undergraduates across the university, many of them candidates for the Bachelor of Science in Foreign Service or various SFS interdisciplinary majors. Over the year, significant numbers of certificate earners go on to hold Asia-related positions in government (a U.S. foreign service officer in Beijing; intelligence analyst for Japan at the U.S. embassy in Tokyo; Department of Energy for nuclear safety issues in Northeast Asia; Department of Treasury for financial sanctions in Asia; a naval, army, and marine corps officer), non-profit organizations (Pacific Forum CSIS Kelly Fellow on Korea; Japan Exchange and Teaching Program; Fulbright Fellow), the private sector (law firms; investment banking firms such as Rutberg & Company; and business consulting on Asia, including PriceWaterhouseCoopers (Japan); The Avascent Group), and media (*The Washington Post*). ASP graduate students have gone on to become professors at Trinity College (Houston), American University, Oberlin College, National Defense University, Seoul University (Korea), Hiroshima University, and Keio University (Japan). Over 40 students have enrolled in the ASGC since its start in 2008. Recent graduate certificate holders have gone on to hold positions in a wide variety of reputable companies and institutions. Examples include: American Friends of IDC; East-West Center; US Army Foreign

Area Officer, Southeast Asia; History Department, West Point; The Asia Foundation, San Francisco; General Electric, National Nuclear Security Administration; and US State Department, Foreign Service Officer. **9.E. National Needs and Publicly Disseminated**

Information: This proposal exclusively concerns activities that will boost expertise in EA, a world region identified by the US/ED as an area of national need with respect to the government, education, business, and nonprofit sectors. The MASIA, ASGC, and ASUC have made tangible contributions to meeting this need, with substantial numbers of alumni holding Asia-related positions in federal agencies, non-profit organizations, and businesses. The presence of many former policy practitioners among ASP faculty helps prepare many students to accede to Asia-related positions in government. We have implemented a program to promote careers in international affairs with a focus on the federal sector. It involves networking sessions with Foreign Service officers and other federal personnel, including university alumni serving in various international affairs agencies. The planned upgrades to EA graduate curriculum and advanced language training using both NRC and internal funds will intensify GU's role in responding to these needs. ASP's proposed outreach activities to K-14 schools and to pre-teachers target the need for EA expertise among the nation's educators. Section 7 described ASP's generation of information for the public through its open lectures and events, coverage by national media, and dissemination of podcasts and other materials. ASP will continue to increase such digitization and dissemination efforts. **Post-Graduate Placement:** Section 9D describes the post-graduate placement of Asian Studies students. GU's record of placing graduates with EA expertise into government positions contributes tangibly to meeting areas of national need, which the Secretary has consistently identified to include China, Japan, Korea, and these countries' respective languages, which in turn form the core of ASP's training programs. Most federal

agencies surveyed listed these three countries and languages as being among the top critical needs for expertise. Section 9E describes an initiative to promote careers in international affairs with a focus on the federal sector. **9.F. National Needs & Post-Graduate Placement:** 100% of our FLAS awards will address national needs, because they will all be made for the study of Chinese, Japanese, Korean, and the East Asia region—all identified by federal agencies in their consultation with the Secretary of Education as LCTLs and areas of national need.

10. FLAS AWARDEE SELECTION PROCEDURES

10.A. Award Advertising: In January, ASP will send FLAS application information electronically to all graduate students through the Graduate School who focus on EA or who are ASGC or MASIA candidates. Application information will also be directly provided to students applying for MASIA and publicized on flyers and the ASP website. The competition will be announced at the beginning-of-semester ASP event. ASP staff will communicate with M.A. program and department chairs, including in the professional schools, to identify eligible meritorious award candidates. ASP will request GU's many campus minority and women's groups to disseminate award information to their memberships. **Selection Timeline:** Applications will be due in mid-March for fellowships beginning that fall. The selection committee will review applications in March and announce awards by April. **Announced Priorities:** Starting with the 2015 FLAS awards cycle, all students applying for FLAS will complete the Free Application for Federal Student Aid (FAFSA). GU's Office of Financial Aid will use this to determine whether or not students have need of at least \$33,000 (FLAS CPP 1). Students who meet the need threshold of \$33,000 will be notified of their eligibility, and their FLAS applications will then be assessed for merit as described in Sections 10B and 10C (FLAS CPP 1). Only applications for the study of Chinese, Japanese, and Korean will be considered; ED

identifies all three as priority and less commonly taught languages (FLAS CPP 2). **10.B.**

Application Process: Applicants submit to ASP a statement of purpose; transcripts; 2 letters of recommendation; information on language proficiency; and a certificate of endorsement from the director of the student's home graduate studies department. Students include information on prior language and area studies training and to describe how future academic and career plans relate to the EA training that the fellowship would support. **10.C. Selection Committee &**

Criteria: The selection committee consists of 3-4 interdisciplinary faculty with EA expertise, headed by the ASP director and History, Government, and SFS representatives. Awards will be made to U.S. citizens or permanent residents enrolled in a full-time GU degree-granting program. Priority will be given to those who demonstrate intermediate language proficiency by the beginning of the award period; show potential for superior academic achievement based on academic record; and demonstrate career goals relating to EA. The selection committee will distribute awards across disciplines as possible, inclusive of the professional schools. When students are of equal qualification, priority will be given to underrepresented groups.

11. COMPETITIVE PRIORITIES (SUMMARY)

NRC CPP 1: LFCC collaboration (Global Awareness Day, Education Consortium Day, Asia Scholar Access Pass); Howard U. School of Education collaborative course; KAKEHASHI Young Professionals Exchange Program; GUNRCs Collaborative Professional Development Seminars; Women Leaders in Asia event series; and Georgetown Asian Affairs Journal. **NRC**

CPP 2: Howard University School of Education collaborative course; collaboration with LFCC Associate Arts & Sciences Degree in Education program. **FLAS CPP 1:** Determination of financial need per Section 9A. **FLAS CPP 2:** 100% of awards will be made for the study of CJK, which are all identified as priority languages and less commonly taught languages.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Georgetown University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$94,025	\$94,183	\$94,343	\$94,507	--	\$377,058
2. Fringe Benefits	\$17,506	\$17,556	\$17,607	\$17,660	--	\$70,329
3. Travel	\$4,200	\$4,200	\$4,200	\$4,200	--	\$16,800
4. Equipment	--	--	--	--	--	--
5. Supplies	\$2,300	\$2,300	\$2,300	\$2,300	--	\$9,200
6. Contractual	--	--	--	--	--	--
7. Construction	--	--	--	--	--	--
8. Other	\$82,506	\$96,303	\$90,303	\$82,803	--	\$351,915
9. Total Direct Costs (lines 1-8)	\$200,537	\$214,542	\$208,754	\$201,470	--	\$825,302
10. Indirect Costs*	\$14,530	\$14,587	\$14,324	\$13,941	--	\$57,383
11. Training Stipends	\$198,000	\$198,000	\$198,000	\$198,000	--	\$198,000
12. Total Costs (lines 9-11)	\$413,067	\$427,129	\$421,078	\$413,411	--	\$1,080,685

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2014 To: 06 / 30 / 2016 (mm/dd/yyyy)
Approving Federal agency: ED ☒ Other (please specify): Department of Health and Human Services The Indirect Cost Rate is %
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
___ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C – BUDGET NARRATIVE (see instructions)						

Appendix 1: Budget Narrative

Key to Priorities:

AP: NRC Absolute Priority

CPPI: NRC Competitive Preference Priority 1

CPP2: NRC Competitive Preference Priority 2

IP: NRC Invitational Priority

Narr. Page	Priority	Item	Y1 (2014- 2015)	Y2 (2014- 2015)	Y3 (2014- 2015)	Y4 (2014- 2015)	Total
1. Personnel							
36		Visiting Professor in Korean Studies Salary	\$30,150	\$30,150	\$30,150	\$30,150	\$120,600
37		Contribution to Adjusted Assistant Director Salary (15% of \$52,500, 2% increase)	\$7,875	\$8,033	\$8,193	\$8,357	\$32,458
37		Language Instruction Adjunct Salary: Upper-level Chinese Course	\$7,000	\$7,000	\$7,000	\$7,000	\$28,000
37		Language Instruction Adjunct Salary: Upper-level Korean Course	\$7,000	\$7,000	\$7,000	\$7,000	\$28,000
37		Language Instruction Adjunct Salary: Upper-level Japanese Course	\$7,000	\$7,000	\$7,000	\$7,000	\$28,000

36		Area Instruction Salary (5 @ \$7000)	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
		<i>Personnel Subtotal</i>	\$94,025	\$94,183	\$94,343	\$94,507	\$377,058
		2. Fringe Benefits					
36		31.9% Visiting Professor in Korean Studies Salary	\$9,618	\$9,618	\$9,618	\$9,618	\$38,471
37		31.9% of contribution to Adjusted Assistant Director Salary	\$2,512	\$2,562	\$2,614	\$2,666	\$10,354
37		9.6% of Upper-level Chinese Adjunct Salary	\$672	\$672	\$672	\$672	\$2,688
37		9.6% of Upper-level Korean Adjunct Salary	\$672	\$672	\$672	\$672	\$2,688
37		9.6% of Upper-level Japanese Adjunct Salary	\$672	\$672	\$672	\$672	\$2,688
36		9.6% of Area Instruction Salaries (x5)	\$3,360	\$3,360	\$3,360	\$3,360	\$13,440
		<i>Fringe Subtotal</i>	\$17,506	\$17,556	\$17,607	\$17,660	\$70,329
		3. Domestic Travel					
31-35	AP, CPP1, CPP2	Professional Development Seminars (NCTA/ LFCC/ ASP): Speaker Travel	\$200	\$200	\$200	\$200	\$800
37		EA Faculty Research Fund: Travel (8/year @ \$500)	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000

		<i>Travel Subtotal</i>	<i>\$4,200</i>	<i>\$4,200</i>	<i>\$4,200</i>	<i>\$4,200</i>	<i>\$4,200</i>	<i>\$4,200</i>	<i>\$16,800</i>
5. Supplies									
33	AP, CPP1	GU NRC Collab Professional Development Seminars: Supplies/ Educational Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
31-35	AP	Professional Development Seminars (NCTA/ ASP): Supplies/ Educational Materials for Participants	\$500	\$500	\$500	\$500	\$500	\$500	\$2,000
31-32	AP, CPP1, CPP2	Lord Fairfax CC Education Consortium- Professional Development Seminars: Supplies/ Educational Materials for Participants	\$800	\$800	\$800	\$800	\$800	\$800	\$3,200
		<i>Supplies Subtotal</i>	<i>\$2,300</i>	<i>\$2,300</i>	<i>\$2,300</i>	<i>\$2,300</i>	<i>\$2,300</i>	<i>\$2,300</i>	<i>\$9,200</i>
8. Other									
33	AP, CPP1, CPP2	GU NRC Collab Professional Development Seminars: Speaker Travel	\$0	\$500	\$0	\$0	\$0	\$0	\$500
31-35	AP, CPP1	Professional Development Seminars (NCTA/ GU Collab/ ASP): Speaker Compensation (4 @ \$250)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
31-32	AP, CPP1, CPP2	Lord Fairfax CC- Professional Development Seminars/ Global Awareness Day: Speaker Compensation	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000

31-32	AP, CPP1, CPP2	Lord Fairfax CC- Faculty Asia Scholar Access Pass (\$350 per 3 semesters)	\$2,100	\$2,100	\$2,100	\$2,100	\$8,400
38	AP, CPP1	Georgetown Journal of Asian Affairs: Student Editor Stipend	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
34	CPP1	Women Leaders in Asia Event Series in collaboration with GU Institute for Women, Peace, and Security (2/year)	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
37		EA Faculty Prof. Development and Scholarly Contribution: Hosting Editorship of Columbia University Press "Contemporary Asia" Book Series	\$2,000	\$2,000	\$1,000	\$0	\$5,000
37		EA Faculty Research Fund: Publication/ Supplies (5/year @ \$500)	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
33	AP	DCPS Curriculum Development Support: Compensation	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
33	AP, CPP1, CPP2	KAKEHASHI Young Professionals Exchange Program - Project Participant Lesson Plan Stipend	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
36	IP	3-Campus Comparative East Asian Studies Program Stipend (2 partial per year)	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
36	IP	Inter-University Center for the Academic Study of Korean	\$8,000	\$8,000	\$4,000	\$4,000	\$24,000

35	AP	East Asia 101 Videos	\$0	\$0	\$3,000	\$0	\$3,000
44-46		Program/ Language Evaluation	\$15,000	\$15,000	\$14,000	\$13,000	\$57,000
38		Library Acquisitions*	\$10,000	\$10,000	\$7,500	\$5,000	\$32,500
32	AP, CPP1, CPP2	Howard University Partnership*	\$8,906	\$22,203	\$22,203	\$22,203	\$75,515
32	AP, CPP1, CPP2	Howard University Collaboration- 1/3 Grad Student Stipend- no fringe					
32	AP, CPP1, CPP2	Howard University Collaboration- Howard Co-Instructor Salary					
32	AP, CPP1, CPP2	Howard University Collaboration- Georgetown Co-Instructor Salary					
32	AP, CPP1, CPP2	Howard University Collaboration- Co-Instructors Fringe (Using GU fringe)					
32	AP, CPP1, CPP2	Howard University- GU NRCs Collaborative Course Materials (AV/ Recording/ Website/ etc)					
32	AP, CPP1, CPP2	Howard University Collaboration- 8% IDC					
Other Subtotal			\$82,506	\$96,303	\$90,303	\$82,803	\$351,915

REFERENCE ONLY See Page 7

TOTAL DIRECT COSTS	\$200,537	\$214,542	\$208,754	\$201,470	\$825,302
<i>TOTAL SUBJECT TO INDIRECT COSTS (*excludes library acquisitions and Howard Partnership fees)</i>	\$181,631	\$182,339	\$179,051	\$174,267	\$717,287
INDIRECT COSTS (8%)	\$14,530	\$14,587	\$14,324	\$13,941	\$57,383
TOTAL FUNDING REQUESTED	\$215,067	\$229,129	\$223,078	\$215,411	\$882,685

32	AP, CPP1, CPP2	Howard University Collaboration- 1/3 Grad Student Stipend- no fringe	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
32	AP, CPP1, CPP2	Howard University Collaboration- Howard Co-Instructor Salary	\$0	\$3,500	\$3,500	\$3,500	\$3,500	\$10,500
32	AP, CPP1, CPP2	Howard University Collaboration- Georgetown Co-Instructor Salary	\$0	\$3,500	\$3,500	\$3,500	\$3,500	\$10,500
32	AP, CPP1, CPP2	Total Compensation	\$6,000	\$13,000	\$13,000	\$13,000	\$13,000	
32	AP, CPP1, CPP2	Howard University Collaboration- Co- Instructors Fringe (Howard Rate 29.1% for Fellows, Adjuncts, and Graduate Assistant Full-time.	\$1,746	\$3,783	\$3,783	\$3,783	\$3,783	\$13,095
32	AP, CPP1, CPP2	Howard University- GU NRCs Collaborative Course Materials (AV/ Recording/ Website/ etc)	\$500	\$3,775	\$3,775	\$3,775	\$3,775	\$11,825
32	AP, CPP1, CPP2	Howard University Collaboration- 8% IDC	\$660	\$1,645	\$1,645	\$1,645	\$1,645	\$5,594
			\$8,906	\$22,203	\$22,203	\$22,203	\$22,203	\$75,514

Proposed FLAS Fellowship Budget

	FY 2015	FY 2016	FY 2017	FY 2018
Academic Year - Graduate Student Fellowships				
Institutional Payment: \$18,000 each	6	6	6	6
	\$108,000	\$108,000	\$108,000	\$108,000
Subsistence Allowance: \$15,000 each				
	\$90,000	\$90,000	\$90,000	\$90,000
GRAND TOTAL	\$198,000	\$198,000	\$198,000	\$198,000

Appendix 2

Georgetown East Asia Teaching Faculty

Alexander, Arthur	2	Omori, Motoko	21
Barale, Lucille	2	Reardon-Anderson, James	21
Benedict, Carol	3	Roosevelt-Weld, Susan	22
Bogin, Benjamin	3	Sand, Jordan	22
Cha, Victor	4	Sato, Kumi	23
Chen, Ai-Hua	5	Saulski, Paul	23
Cho, Francisca	5	Scissors, Derek	24
Choi, Min Koo	6	Shipper, Apichai	24
Cline, Erin	6	So, Christine	25
Dinh, Viet	7	Sodhy, Pamela	25
Doak, Kevin	7	Spendelow, Howard	26
Feinerman, James	8	Staab, Martin	26
Goodman, Carl	8	Stephen, Elizabeth	27
Green, Michael	9	Tajima, Yuhki	27
Harrington, Kathleen	9	Udomsaph, Charles	28
Higuchi, Toshihiro	10	Wang, Michelle	28
Hsiao, Juei-Chen	10	Wang, Peng	29
Hsu, Becky	11	Wilder, Dennis	29
Huang, Lihong	11	Yang, Yu-Sheng	30
Imamura, Anne	12	Ye, Ding	30
Jackson, Van	12	Yeh, Hui-Mei	31
Kafalas, Philip	13	Yoo, Hei	31
Kaneda, Mitch	13	Yu, Chen-Yieh Catherine	32
Kim, Christine	14	Zhang, Jingyuan	32
Krupar, Shiloh	14		
Lee, Daye	15	(Addendum: South Asia)	
Lewis, Joanna	15	Desai, Raj	33
Li, Wen-Hui	16	Hussain, Touqir	33
Looney, Kristen	16	Joshi, Shareen	34
Lyons, Robert	17	Nooruddin, Irfan	34
Marshall, In-Ku	17	Rizvi, Mubbashir	35
Mastro, Oriana	18	Rudolph, Matthew	35
McCaskey, Michael	18	Rudra, Nita	36
McNamara, Dennis	19		
Mertens, Donna	19		
Millward, James	20		
Mori, Yoshika	20		

ALEXANDER, Arthur: *Adjunct Professor, SFS Asian Studies Program (100% EA; non-tenure)*

Education: Ph.D. (1969) Johns Hopkins, Economics; M.Sc. (1966) London School of Economics, Economics; B.S. (1958) MIT, Engineering and Industrial Management

Academic Experience: Georgetown University (2000-present); Johns Hopkins University School of Advanced International Studies (2006-present, 1994-7); George Mason University (1998-9);

Overseas Experience: Research Associate, International Institute for Strategic Studies, London (1976-1977);

Languages: Japanese (1)

Area Studies Courses: The Japanese Economy; Assessing U.S.-Japan Economic Relations

Specializations: Japanese economy, political economy, U.S.-Japan economic relations

Recent/Selected Publications:

- “Mr. Abe’s Third Arrow: Designed with an Economist’s Vision but Shaped by a Bureaucrat’s Hand.” *Georgetown Journal of International Affairs*, June 28, 2013,
- *The Arc of Japan’s Economic Development*. New York: Routledge, 2007.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Japanese Ministry of Foreign Affairs Award for “distinguished service” promoting understanding of Japan (2001); President, Japan Economic Institute (1990-2000)

BARALE, Lucille: *Adjunct Professor, Georgetown Law (100% EA; non-tenure)*

Education: J.D. (1980) The George Washington University; M.A. (1974) University of Hawaii, Chinese Language & Linguistics; B.A. (1972) Georgetown University, Chinese Language & Linguistics

Academic Experience: Georgetown University Law Center (2007-present); Visiting Professor of Law, Renmin University Law School (2008-2012)

Overseas Experience: Teaching at Renmin University Law School in Beijing, China (2008-present); attorney in Hong Kong, Shanghai, and Beijing offices, Coudert Brothers (1980-1993)

Languages: Chinese (3)

Area Studies Courses: Law & Foreign Investment in China

Specialization: Chinese business law, intellectual property rights in China, mergers and acquisitions in China, investment in China, China’s entry into WTO

Recent/Selected Publications:

- “Taking Security: Mortgages and Pledges.” In *Doing Business in China*, edited by Michael Moser and Fu Yu. Huntington, NY: Juris Publishing, 2010.
- “Getting the Deal Through: Public Procurement.” *Global Competition Review* (2006). Co-authored with Susan Finder.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Chair, American Chamber of Commerce Hong Kong (2004); President, American Chamber of Commerce China (1989)

BENEDICT, Carol: *Professor and Chair, Department of History (75% EA; tenured)*

Education: Ph.D. (1991) Stanford University, East Asian History; M.A. (1985) Stanford University, East Asian Studies; B.A. (1977) UC Santa Cruz, International Relations and Peace Studies

Academic Experience: Georgetown University (1995-present); Assistant Professor, Department of History, Williams College (1991-1994)

Overseas Experience: Extensive field research in China and Taiwan, taught English at Beijing Iron & Steel Institute, Beijing, China (1980-1982)

Languages: Chinese (3), Japanese (1)

Area Studies Courses: Mao and the Chinese Cultural Revolution, Topics in Twentieth-Century Chinese History, Pacific World; Gender & Family in China; 20th Century China; Protest and Popular Culture in Modern China, Global Health, Disease, and History in Asia

Specializations: 20th century Chinese history; social history of Chinese medicine and disease; history of public health; history of Chinese consumer culture; women and gender history

Recent/Selected Publications:

- “The Nineteenth-Century Bubonic Plague Epidemic.” In *Chinese Medicine and Healing: An Illustrated History*, edited by TJ Hinrichs and Linda L. Barnes. Cambridge, MA: Belknap Press of Harvard University Press, 2013.
- *Golden-Silk Smoke: A History of Tobacco in China, 1550-2010*. Berkeley, CA: University of California Press, 2011.

Dissertations/Theses Supervised in the Past Five Years: 4

Awards & Distinctions: Georgetown University Graduate School of Arts and Sciences Distinguished Achievement in Research Award (2013); American Historical Association John K. Fairbank Book Prize in East Asian History (2011)

BOGIN, Benjamin: *Assistant Professor, Theology Department (40% EA; tenure-track)*

Education: Ph.D. (2005) University of Michigan, Buddhist Studies; M.A. (1998) University of Michigan, Buddhist Studies; B.A., Simons Rock College of Bard, Intercultural Studies

Academic Experience: Georgetown University (2007-present); Mellon Postdoctoral Fellow in the Humanities, University of California at Berkeley (2005-2007)

Overseas Experience: Director, University of Michigan Summer Study in Tibet program (2004, 2005, 2007); Academic Director, School for International Training Tibetan Studies College Semester Abroad Program (2000-2002)

Languages: Tibetan (2), Nepali (1)

Area Studies Courses: Introduction to Buddhism, Tibetan Buddhism, Buddhist Perspectives on Death and Dying, Advanced Readings in Buddhist Literature

Specializations: Tibetan Buddhist literature and history

Recent/Selected Publications:

- *Himalayan Passages: Tibetan and Newar Studies in Honor of Hubert Decleer*. Somerville, MA: Wisdom Publications, 2014.
- “The Dreadlocks Treatise: On Tantric Hairstyles in Tibetan Buddhism,” *History of Religions* 48.2 (2008).

Dissertations/Theses Supervised in the Past Five Years: N/A

CHA, Victor: *Director of Asian Studies and D.S. Song-Korea Foundation Endowed Chair in International Affairs, Edmund A. Walsh School of Foreign Service; Professor of Government, Department of Government (80% EA; tenured)*

Education: Ph.D. (1994) Columbia University, Political Science; M.I.A. (1988) Columbia University, International Affairs-East Asia; M.A. (1986) University of Oxford, Philosophy, Politics, and Economics; B.A. (1983) Columbia University, Economics

Academic Experience: Professor (2010-present), Director of Asian Studies (2007-present), Associate Professor (2000-2004), Assistant Professor (1995-2000), Georgetown University

Overseas Experience: Senior Fulbright Scholar, Seoul (1998-1999); Fulbright Scholar, Japan & Korea (1990-1991)

Languages: Korean (3); Spanish (2)

Area Studies Courses: Research Seminar on Asia; Sports/Politics/Cultural Diplomacy (75% EA); Korean Security/Foreign Policy; Theory and Policy in Northeast Asia; Senior Seminar in Asian Studies; The Korean Conundrum; International Relations Theory & Practice (25% EA)

Specializations: International Relations, East Asian politics and security, U.S. alliances in East Asia, Theory and Policy in Northeast Asia, Korean foreign policy, Politics and Sports in Asia

Recent/Selected Publications:

- *Power Play: The Origins of the American Alliance System in Asia* (forthcoming, contracted with Princeton University Press).
- "Politics of North Korea." In *Oxford Bibliographies in Political Science*, edited by Rick Valelly. New York: Oxford University Press, 2013.
- "The Arab Spring and North Korea After Kim Jong-il." In *North Korea in Transition*, edited by Kyung-Ae Park and Scott Snyder, 91-118. Lanham, MD: Rowman and Littlefield, 2013.
- *The Impossible State: North Korea, Past and Future*. New York: HarperCollins, 2012.
- "The Security Dilemma in Asian Architecture: United States, Japan and China." In *The U.S.-Japan Security Alliance: Regional Multilateralism*, edited by G. John Ikenberry and Takashi Inoguchi, 157-176. New York: Macmillan, 2011.
- "Powerplay: Origins of the American Alliance System in Asia." *International Security* 34 (2010): 158-196.
- *Beyond the Final Score: The Politics of Sport in Asia*. New York: Columbia University Press, 2009.

Dissertations/Theses Supervised in the Past Five Years: 38

Awards & Distinctions: Senior Advisor and Korea Chair, Center for Strategic and International Studies, Washington, D.C. (2009-present); Co-Editor, *Contemporary Asia in the World Series*, Columbia University Press (2008-present); Board of Advisors, Center for a New American Security (CNAS), Washington, D.C. (2007-present); Best Books on Asia, *Foreign Affairs* (2012, for *The Impossible State: North Korea, Past and Future*); Distinguished Research Achievement Award, Georgetown University (2011); National Asia Research Scholar Award, NBR and Woodrow Wilson Center (2010-2012); Distinction in Teaching Excellence, American Political Science Association (2010); William J. Perry Fellow, Asia/Pacific Research Center, Stanford University (2008); U.S. Deputy Head of Delegation to the Six Party Talks (2006-2007); Director for Asian Affairs, National Security Council, White House (2004-2007); Meritorious Service Award, National Security Council, White House (2006, 2005); Masayoshi Ohira Book Prize (2000, for *Alignment Despite Antagonism*)

Media Appearance: NPR, BBC, CNN, ABC, MSNBC, C-SPAN, KBS (South Korea)

CHEN, Ai-Hua: *Adjunct Instructor, EALAC (100% EA; non-tenure)*

Education: B.A. (1970), Chinese Culture University (Taiwan), Chinese Studies

Academic Experience: Instructor, National Taiwan University Mandarin Training Center (for more than two decades); Research Assistant, Academia Sinica Institute of History and Language (1965-66); Mandarin Instructor, Taipei Language Institute (1967-79); Language Advisor, Mandarin Training Center (1987-88); Chinese Lecturer, University of Chicago (1989-90)

Overseas Experience: Taiwan native

Languages: Chinese (3)

Language Pedagogy Background: Taiwan Ministry of Education First Overseas Mandarin Training Certification (1984); Taiwan Ministry of Education Overseas High School Mandarin Training Certification (1989)

Language Courses: Chinese language courses

Awards & Distinctions: Member, International Mandarin Education Foundation (1983-present); Taiwan Ministry of Education's Dedication to Chinese Language Teaching Award (1978)

CHO, Francisca: *Associate Professor, Department of Theology (75% EA; tenured)*

Education: Ph.D. (1992) University of Chicago, History of Religion; M.A. (1986) University of Chicago, Religion; B.A. (1983) Brown University, Religious Studies

Academic Experience: Georgetown University (1992-present)

Overseas Experience: Extensive field research in Asia

Languages: Korean (2), Chinese (2), Japanese (1)

Area Studies Courses: Introduction to Chinese Religious Thought; Introduction to Buddhism; Buddhism & Science; Religion & Aesthetics (50% EA)

Specializations: East Asian Buddhism; Buddhist literature; East Asian aesthetic media including fiction, poetry, and film

Recent/Selected Publications:

- "Buddhist Mind and Matter." *Religions* 5 (2014): 422-434.
- "The Transnational Buddhism of Spring, Summer, Fall, Winter...and Spring." *Contemporary Buddhism* 15 (2014): 1-17.
- "Buddhism, Science, and the Truth about Karma." *Religion Compass* 8 (2014): 117-127.
- "Religion as a Complex and Dynamic System." *Journal of the American Academy of Religion* 18 (2013): 357-398. Co-authored with Richard Squier.
- *Everything Yearned For: Manhae's Poems of Love and Longing*. Somerville, MA: Wisdom Publications, 2005.
- *Embracing Illusion: Truth and Fiction in The Dream of the Nine Clouds*. Albany, NY: State University of New York Press, 1996.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Member, Broader Social Impacts Committee, Smithsonian National Museum of Natural History; Daesan Cultural Foundation Translation Award (2005)

CHOI, Min Koo: *Visiting Assistant Professor, EALAC (100% EA; non-tenure)*

Education: Ph.D. (2010) University of Hawaii, Korean; M.A. (2005) University of Hawaii, Korean; B.A. (2002) University of Hawaii, English

Academic Experience: Georgetown University (2013-present)

Overseas Experience: Frequent teaching and research in Korea

Languages: Korean (3)

Language Pedagogy Background: Taught Korean language and culture at the Defense Language Institute, Monterey, CA

Area Studies Courses: Korean language courses, Introduction to Korean Culture, Gender & Sexuality in Korean Culture

Specializations: Korean language and culture, Korean folk tales and colonial era literature

Recent/Selected Publications: N/A

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: N/A

CLINE, Erin: *Assistant Professor, Department of Theology (75% EA; tenure-track)*

Education: Ph.D. (2006) Baylor University, Philosophy; M.A. (2003) Baylor University, Philosophy; B.S. (2001) Belmont University, Philosophy

Academic Experience: Assistant Professor, Georgetown University (2009-present); Assistant Professor, University of Oregon (2006-2009); Visiting Scholar, Brown University (2004-2005)

Overseas Experience: Studied and conducted research on Chinese religions in mainland China for various periods of time from 2000-2008

Languages: Mandarin Chinese (3), Classical Chinese (3), Spanish (3)

Area Studies Courses: Asian Philosophies, Religion/Ethics: Early Chinese Thought, Chinese Religions, Early Chinese Political Thought

Specializations: Chinese religions, philosophy of religion, Chinese philosophy, comparative philosophy

Recent/Selected Publications:

- *Families of Virtue: Confucian and Western Views on Childhood Development*. New York: Columbia University Press, forthcoming.
- "Kongzi as Therapeutic Philosopher." In *The Oxford Handbook of Chinese Philosophy*, edited by Justin Tiwald. New York: Oxford University Press, forthcoming.
- "Justice and Confucianism." *Philosophy Compass*, forthcoming 2014.
- *Confucius, Rawls, and the Sense of Justice*. New York: Fordham University Press, 2013.
- "Religious Thought and Practice in the Analects." In *The Dao Companion to the Analects*, edited by Amy Olberding, 259-291. New York: Springer Publishing, 2013.
- "Confucian Ethics, Public Policy, and the Nurse-Family Partnership." *Dao: A Journal of Comparative Philosophy* 11 (2012): 337-356.
- "How to Fish Like a Daoist." In *Riding the Wind with Liezi: New Essays on the Daoist Classic*, edited by Ronnie Littlejohn and Jeffrey Dippmann, 225-240. Albany, NY: SUNY Press, 2011.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Contributing Editor & Speaker, GU East Asia National Resource Center

DINH, Viet: *Professor of Law and Co-Director of Georgetown Law Asia, Georgetown Law (25% EA; tenured)*

Education: J.D. (1993) Harvard Law School; A.B. (1990) Harvard College, Government/Economics

Academic Experience: Professor of Law, Georgetown University (present)

Overseas Experience: Vietnam native

Languages: Vietnamese (3)

Areas Studies Courses: Corporate Governance, Separation of Powers

Specializations: Constitutional law, corporations law, law and economics of development, law in Asia

Recent/Selected Publications:

- “Liberty, Security, and the USA PATRIOT Act.” In *Confronting Terror: 9/11 and the Future of American National Security*, edited by Dean Reuter and John Yoo. Jackson, TN: Encounter Books, 2011. Co-authored with John D. Ashcroft.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Founding partner, Bancroft PLLC (2003-present); Assistant Attorney General for Legal Policy, U.S. Department of Justice (2001-2003)

DOAK, Kevin: *Nippon Foundation Chair in Japanese Studies, EALAC (100% EA; tenured)*

Education: Ph.D. (1989) University of Chicago, East Asian Languages & Civilizations; M.A. (1983) Univ. of Chicago, Far East Languages & Civilizations; B.A. (1982) Quincy College, Japanese Studies

Academic Experience:

Georgetown University (2002-present); Associate Professor, University of Illinois (1999-2002); Assistant Professor, University of Illinois (1994-1998); Dana Faculty Fellow and Assistant Professor, Wake Forest University (1989-1992)

Overseas Experience: Distinguished Lecturer, Leiden University, the Netherlands (2005); Director and Professor, University of Illinois program at Konan University, Japan (2000-2001); summer research grant at Kyoto University (1998); Director and Professor, Wake Forest overseas program at Tokai University, Japan (1992-1993); Fulbright Graduate Research Fellow, Tokyo (1985-1987)

Languages: Japanese (3)

Area Studies Courses: Catholicism in Japanese Culture; Japanese Catholicism; Japanese Nationalism

Specializations: Japanese nationalism, Catholicism in Japan, democratic thought in modern Japan

Recent/Selected Publications:

- *Xavier's Legacies: Catholicism in Modern Japanese Culture*. Vancouver: University of British Columbia Press, 2011.

Dissertations/Theses Supervised in the Past Five Years: 2

Awards & Distinctions: Co-Editor of *The Journal of Japanese Studies* (2008-present); President, Washington and Mid-Atlantic Japan Seminar (2008-2010)

FEINERMAN, James: *Associate Dean for Transnational Programs, Co-Director of Georgetown Law Asia, Professor of Asian Legal Studies, Georgetown Law (50% EA; tenured)*

Education: J.D. (1979) Harvard Law School; Ph.D. (1979), M.Phil. (1975), and M.A. (1974) Yale University, East Asian Languages & Literatures; B.A. (1971) Yale University, Chinese Studies

Academic Experience: Georgetown University (1985-present); Visiting Professor, Harvard and Yale Law Schools; Fulbright Lecturer on Law, Peking University (1982-3)

Overseas Experience: Fulbright researcher in Japan (1986); Fulbright Lecturer on Law, Peking University (1982-3); National Student Exchange Program sponsored by the Committee on Scholarly Communication with the People's Republic of China (1979-1980)

Languages: Mandarin Chinese (3), Cantonese (3), Japanese (2), Spanish (2), French (1), Latin (read only), Classical Greek (read only)

Area Studies Courses: Chinese Law Seminar; Asian Law and Policy Studies Seminar

Specializations: China and international law; comparative law, esp. China and Japan

Recent/Selected Publications:

- *Japanese Success, Chinese Failure: The Use of Law in Economic Development During the Nineteenth Century*, (forthcoming).
- "Robert L. Oakley: In Memoriam," *Law Library Journal* 100 (2008): 223-225.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Editor-in-Chief, *China Law Reporter* (1986-1998); Chair, Committee on Legal Education Exchange with China (1993-1997); Chair, Asia Law Forum, the Association for Asian Studies (1991-1996); Director, Committee on Scholarly Communication with China (1993-1995)

GOODMAN, Carl: *Adjunct Professor, Georgetown Law (100% EA; non-tenure)*

Education: B.A. from City College of New York; J.D. from Brooklyn Law School; LL.M. from Georgetown Law

Academic Experience: Adjunct Professor, Georgetown Law Center (present); Researcher and Faculty of Law, Tokyo University (2010); Visiting Professor, Temple University, Japan (2005); Professor of Anglo-American Law, Hiroshima University, Japan (1991-1995)

Overseas Experience: Research and teaching positions at Japanese universities, including Tokyo University, Chuo University, Hiroshima University, and Temple University

Languages: Japanese (3)

Area Studies Courses: Japan/US Comparative Legal Study

Specializations: Public personnel law, the rule of law in Japan, Japanese law

Recent/Selected Publications:

- *Justice and Civil Procedure in Japan* New York: Oceana Publications, 2004.
- *The Rule of Law in Japan: A Comparative Analysis*. Amsterdam: Kluwer Law International, 2003 (revised edition, 2008).

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Special Assistant to the Assistant Attorney General for the Civil Division, U.S. Department of Justice; General Counsel, U.S. Civil Service

GREEN, Michael: *Associate Professor of International Relations, School of Foreign Service (100% EA, tenured)*

Education: Ph.D. (1994) Johns Hopkins SAIS; M.A. (1987) Johns Hopkins SAIS; B.A. (1983) Kenyon College, History

Academic Experience: Georgetown University (2006-present); Johns Hopkins School of Advanced International Studies (1994-2001)

Overseas Experience: 5 years in Japan as a National Diet staff member, newspaper journalist, and business consultant; graduate work at Tokyo University as a Fulbright fellow

Languages: Japanese (3)

Area Studies Courses: Asian Security; Makers of Modern Asia; Japan's Search for Strategy; Northeast Asian Diplomatic Crises; Theory & Policy in Asia

Specializations: Asian security; Japanese foreign and defense policy; Japanese politics

Recent/Selected Publications:

- *Power and Order in Asia: A Survey of Regional Expectations.* Washington, DC: Center for Strategic & International Studies, 2014. Co-authored with Nicholas Szechenyi.
- *Crafting Asia Economic Strategy in 2013.* Washington, DC: Center for Strategic & International Studies, 2013. Co-authored with Bower, Cha, Inderfurth, Johnson, and Goodman.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Special Assistant to the President for National Security Affairs, White House (2004-2005); Director for Asian Affairs, National Security Council, White House (2001-2005)

Media Appearance: CBS, CNN, Bloomberg News, The Christian Science Monitor, Reuters

HARRINGTON, Kathleen: *Assistant Director, SFS Asian Studies Program*

Education: M.A. (2014) Georgetown University, Government/Conflict Resolution; B.A. (2009) University of Toronto Trinity College, International Relations/East Asian Studies

Overseas Experience: Studied Japanese Language and East Asian Studies at Kwansei Gakuin University, Japan (2007-2008); Participated in field research along the DMZ in South Korea through Yonsei University (March 2008); Assisted with partnership building between Georgetown University and the 3-Campus Comparative East Asian Studies Program with University of Hong Kong, Yonsei University, and Keio University (May 2014); Chaperoned Georgetown students during their participation in the KAKEHASHI Young Professionals Exchange Program in Japan (May 2014)

Languages: Japanese (2), Korean (1), Spanish (2), French (1)

Specializations: Inter-Korean relations, US-Asia security alliances, social psychology in IR

Recent/Selected Publications:

- "Air Pollution in China Lesson Plan." Georgetown University East Asia National Resource Center, 2013.
- "Gangnam Style Lesson Plan." Georgetown University East Asia National Resource Center, 2012.
- "Introduction to Confucianism." Edited by Erin Cline. Georgetown University East Asia National Resource Center, 2011.

HIGUCHI, Toshihiro: *New faculty member to join the Department of History*

Education: Ph.D. (2011) Georgetown University, History; M.A. (2005) State University of New York, History; B.A. (2002) University of Tsukuba, Ibaraki, Japan, International Political Economy

Academic Experience: Postdoctoral Fellow, University of Wisconsin (2012-2014); Postdoctoral Fellow, Center for International Security and Cooperation, Stanford University (2011-2012); Teaching Assistant, Georgetown University (2005-2009)

Overseas Experience: Japan native

Languages: Japanese (3), Russian (1)

Area Studies Courses: TBD

Specializations: Environmental history, biological warfare, East Asian history

Recent/Selected Publications:

- “Atmospheric Nuclear Weapons Testing and the Debate on Risk Knowledge in Cold War America, 1945-1963.” In *Environmental Histories of the Cold War*, edited by John R. McNeill and Corrina Unger. Cambridge, UK: Cambridge University Press, 2010.
- “The Biological Blowback of Empire? The Collapse of the Japanese Empire and the Influx of the ‘Deadly Environment,’ 1945-1952.” In *Comparative Imperiology*, edited by Kimitaka Matsuzato. Sapporo, Japan: Hokkaido University Press, 2010.

Awards & Distinctions: Harold N. Glassman Dissertation Award in the Humanities, Georgetown University (2013); The Oxford University Press USA Dissertation Prize in International History (2012); Cosmos Club Foundation Young Scholar Award, 2010; The Charles DeBenedetti Prize of the Peace History Society, 2009

HSIAO, Juei-Chen: *Adjunct Instructor, EALAC (100% EA; non-tenure)*

Education: M.A. (2004) National Cheng Kung University, Foreign Languages & Literature; B.A. (2002), National Cheng Kung University, Chinese Literature/Foreign Languages and Literature

Academic Experience: Chinese lecturer, U.S. Berkeley (2005-6); Chinese lecturer, Columbia University (2004-5); Instructor, International Chinese Language Program, National Taiwan University (2004); Instructor, Chinese Division, National Cheng Kung University Language Center (1999-4); Lecturer, English Teaching in China Cooperation Group (2002-4); Instructor, International Chinese Language Program, National Taiwan University (2002)

Overseas Experience: Taiwan native

Languages: Chinese (3); German (3)

Language Pedagogy Background: Pedagogy training and teaching certification through the National Taiwan University International Chinese Language Program

Language Courses: Intensive Second Level Chinese I & II; Advanced Oral Communication in Chinese

Dissertations/Theses Supervised in the Past Five Years: N/A

HSU, Becky: *Assistant Professor, Department of Sociology (50% EA; tenure-track)*

Education: Ph.D. (2011) Princeton University, Sociology; M.A. (2004): Princeton University, Sociology; B.A. (1997) Yale University, Sociology with History

Academic Experience: Assistant Professor, Georgetown University (2011-present)

Overseas Experience: Extensive field research in China

Languages: Chinese (2)

Area Studies Courses: Global Inequalities and Social Justice (50% EA)

Specializations: religion, economic sociology, organizations, and Chinese society, poverty in rural China, definition of happiness in China

Recent/Selected Publications:

- “How Not to Punish Your Neighbor: Microfinance and Second-Order Free Riding in Rural China.” *International Journal of Development Issues* 13 (2014).
- “Alleviating Poverty or Reinforcing Inequality? Interpreting Microfinance in Practice, with Illustrations from Rural China.” *British Journal of Sociology* 65 (2014).
- “The Importance of Race and Religion in Social Service Providers.” *Social Science Quarterly* 95 (2014): 393-410. Co-authored with Conrad Hackett and Leslie Hinkson.
- “Estimating the Global Muslim Population.” *Interdisciplinary Journal of Research on Religion* 7 (2011).

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Secretary-Treasurer, American Sociological Association Section on Sociological Practice and Public Sociology (2009-2011); Student Practitioner Award, ASA Sociological Practice and Public Sociology Section *Graduate student who has made a promising contribution to public sociology* (2008); Graduate Student Paper Award, ASA Section on Asia and Asian America. *Best student paper on topics pertaining to Asia* (2007)

HUANG, Lihong: *Adjunct Instructor, EALAC (100% EA; non-tenure)*

Education: Currently a Ph.D. candidate, Georgetown University, Applied Linguistics; M.A., Georgetown University, Teaching English as a Second Language and Bilingual Education; B.A., Nankai University

Academic Experience: Adjunct Instructor, Georgetown University (present)

Overseas Experience: China native

Languages: Chinese (3)

Language Pedagogy Background: Trained U.S. government employees for the Defense Language Proficiency Test 5 (DLPT), independent contractor on test development for the Federal Bureau of Investigation (FBI)

Language Courses: Chinese language courses, upper level courses related to Chinese culture, society, and politics, such as Topics in Current Affairs, Chinese in Diplomatic Discourse

Dissertations/Theses Supervised in the Past Five Years: N/A

IMAMURA, Anne: *Adjunct Professor, Department of Sociology (100% EA; non-tenure)*

Education: Ph.D. (1980) Columbia University, Sociology; Certificate (1977) Columbia University, East Asian Institute; M.A. (1976) Columbia University, Sociology; M.A. (1969) University of Hawaii, Asian Studies; B.A. (1968) Ohio Dominican College

Academic Experience: Georgetown University (2000-present and 1989-1990); Assistant Professor of Sociology, University of Maryland (1981-1998); Lecturer, Department of Comparative Cultures, Sophia University, Tokyo (1978-1979)

Overseas Experience: Lecturer, Sophia University, Tokyo (1978-1979); Fulbright and Japan Foundation Dissertation Research Fellow, University of Tokyo, Japan (1977-1979); Lecturer and Tutor, University of Malaya, Kuala Lumpur (1972-1974); Lecturer, Sophia University, Tokyo (1970-1971); research field study in Tokyo sponsored by East-West Center (1969-1970)

Languages: Japanese (2)

Area Studies Courses: Family and Gender in Japan; Japanese Society

Specializations: Japanese society and culture; women and gender issues in Japan

Recent/Selected Publications:

- "The Japanese Family Faces Twenty-First Century Challenges." *Education About ASIA* 8 (2003): 30-33.
- *Re-Imaging Japanese Women*. Berkeley, CA: University of California Press, 1996.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Director, Area Studies Division, Foreign Service Institute, U.S. Department of State (1997-present); Chair of Asian Area Studies, Foreign Service Institute, U.S. Department of State (1988-present)

JACKSON, Van: *New faculty member to join Georgetown University*

Education: Ph.D. (2013) The Catholic University of America, Politics; M.A. (2011) The Catholic University of America, World Politics; M.S. (2009) The Johns Hopkins University, International Business; M.S. (2006) Troy University, International Relations and Asian Affairs; B.A. (2005) University of Maryland, Asian Studies

Academic Experience: Lecturer of World Politics, The Catholic University of America (2012-2014)

Overseas Experience: Research in Korea

Languages: Korean (3)

Area Studies Courses: TBD

Specializations: Korean Peninsula affairs, Asian security, grand strategy

Recent/Selected Publications:

- "Beyond Tailoring: North Korea and the Promise of Managed Deterrence." *Contemporary Security Policy* 33 (2012): 289-310.
- "Making Diplomacy Work: Coercion and Conciliation in the First North Korean Nuclear Crisis." *Comparative Strategy* 31 (2012): 171-187.
- "Getting Past the Past: Korea's Transcendence of the Anti-Japan Policy Frontier." *Asian Security* 7 (2011): 238-59.

Awards & Distinctions: Advisor for Strategy, Office of the Secretary of Defense, U.S. Department of Defense (2012-present)

KAFALAS, Philip: *Associate Professor, EALAC (100% EA; tenured)*

Education: Ph.D. (1995) Stanford University, Chinese; M.A. (1987) Stanford University, East Asian Studies; B.A. (1983) Harvard University, English and American Literature & Language

Academic Experience: Georgetown University (1997-present); Grinnell College; Wellesley College

Overseas Experience: Language training in China

Languages: Chinese (3), Japanese (1), French (1)

Area Studies Courses: East Asia: Texts & Contexts; Third Level Chinese I; Introduction to Classical Chinese; War & Its Legacies in Chinese Literature; Reading Chinese Landscape; Chinese Literary Dream Texts; Ignatius Seminar: The Idea of Capital in Traditional China

Specializations: Classical Chinese literature; modern Chinese language; late-imperial China

Recent/Selected Publications:

- “Society and Performance in Late-Ming Yangzhou: Four Essays from Dream Reminiscences of Tao’an by Zhang Dai (1587-1684).” In *Yangzhou--A Place in Literature: An Anthology of the Late Imperial through the Modern Era*, edited by Ronald Altenburger, Vibeke Bordahl, and Margaret Wan. Honolulu, HI: University of Hawaii Press, forthcoming.
- *In Limpid Dream: Nostalgia and Zhang Dai's Reminiscences of the Ming*. Norwalk, CT: EastBridge, 2007.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Academic Honors for Teaching, College Academic Council (2011)

KANEDA, Mitch: *Associate Dean & Director of Undergraduate Program, School of Foreign Service, Assistant Professor, Department of Economics (25% EA; tenured)*

Education: Ph.D. (1994), University of Pennsylvania, Economics; M.A. (1988), International Christian University, Public Administration; B.A. (1986) International Christian University, Tokyo, Japan

Academic Experience: Georgetown University (1994-present); Visiting Assistant Professor (1999) & Visiting Scholar (1997), Emory University; Lecturer, University of Pennsylvania (1993), Teaching Assistant, University of Pennsylvania (1990-1994); Research Assistant, International Christian University (1988-1989); Teaching Assistant, International Christian University (1987-1989)

Overseas Experience: M.A./B.A. studies in Tokyo; Research Assistant, Social Science Research Institute at International Christian University, Tokyo (1988-89), Teaching Assistant at International Christian University (1987-1989)

Languages: Japanese (3)

Area Studies Courses: Japanese Economy

Specializations: Japanese economy, international trade theory, microeconomic theory

Recent/Selected Publications:

- “Policy Designs in a Dynamic Model of Infant Industry Protection.” *Journal of Development Economics* 72 (2003): 91-115.

Dissertations/Theses Supervised in the Past Five Years: 3

Awards & Distinctions: Core Faculty Award for Excellence in Teaching (1999), Georgetown University; Professor of the Year Award (1996-1997), Georgetown University

KIM, Christine: *Visiting Assistant Professor, Interim Director of Studies, SFS Asian Studies Program (100% EA; non-tenure)*

Education: Ph.D. (2004) Harvard, History and East Asian Languages; M.I.A. (1992) Columbia University (SIPA), International Relations; B.A. (1988) University of Virginia, East Asian Studies

Academic Experience: Georgetown University (2003-present)

Overseas Experience: Harvard-Seoul National University Workshop (2012-present); Fulbright-Hays Doctoral Dissertation Research, Tokyo & Seoul (1999-2000); ED Postgraduate Fellowship for Chinese language study, Fudan University, Shanghai (1988-9)

Languages: Korean (3), Chinese (2), Japanese (2)

Area Studies Courses: History of the Pacific World; Imperialism & Colonialism in Asia; History of Modern Korea; History of Korea in Northeast Asia; Divided Korea; War & Peace in Asia; Modern Empires in Asia; The Pacific War in History & Politics

Specializations: Modern Korean and East Asian history; culture and politics in East Asia

Recent/Selected Publications:

- *The King Is Dead: The Monarchy and National Identity in Modern Korea, 1897-1945* (book manuscript in progress).
- "The Choson Monarchy in Republican Korea, 1945-1965." In *History and Memory of Northeast Asia*, edited by Minkyong Kim and Barry Schwartz, 257-77. Tokyo: Keiso shobo, 2014.
- "Korean Royal Portraits in the Colonial Archives." *Ars Orientalis* 43 (2013): 96-107.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: POSCO Visiting Fellowship, East-West Center, Honolulu (2009)

KRUPAR, Shiloh: *Assistant Professor & Director, Program in Culture and Politics, School of Foreign Service (25% EA; tenure-track)*

Education: Ph.D. (2007) University of California-Berkeley, Geography; M.A. (2001) Stanford University, East Asian Studies; B.A. (1999) Case Western Reserve University, History

Academic Experience: Assistant Professor & Director of Program in Culture and Politics, Georgetown University (2008-present)

Area Studies Courses: Mapping the Global City (50% EA), Detouring the Global City (50% EA), Green Politics, Theorizing Culture and Politics

Specializations: Cultural geography, landscape studies, critical environmental performance, urban geography, global museum studies, model cities and urban-environmental projects in China

Recent/Selected Publications:

- *Hot Spotter's Report: Military Fables of Toxic Waste*. Minneapolis and London: University of Minnesota Press, 2013.
- "The Biomedicalization of War and Military Remains." *Medicine, Conflict and Survival* 29 (2013): 111-139.

Dissertations/Theses Supervised in the Past Five Years: 1

Awards & Distinctions: Editorial Board member, *Environmental and Planning* (2011-present)

LEE, Daye: *Events and Outreach Coordinator, SFS Asian Studies Program*

Education: B.S. (2014) Georgetown University, International Politics

Academic Experience: Research Assistant, Dep. of East Asian Languages and Cultures, Georgetown University (2012-2014); Research Intern, Center for Strategic and International Studies (2012)

Overseas Experience: Clerkship at Kim & Chang, a Seoul-based law firm (2012); Asia-related courses taken at Korea University International Summer Campus (2011)

Languages: Korean (3), Chinese (1)

Specializations: Comparative politics, social science research, South Korean domestic politics and public opinion, outreach and social media, professional editing, academic publishing

Recent/Selected Publications:

- “The Political Economy of Mad Cow Disease and U.S.-Japan Trade Relations.” *Southern California International Review* 3 (Spring 2013): 11-25.
- “Popular Protest and Regime Change.” *Utraque Unum* 5 (Summer 2012): 44-46.

Awards & Distinctions: Editor-in-Chief, Online Edition, *Georgetown Journal of International Affairs*; The Donald S. Macdonald Prize in Korean Studies, awarded to the best paper written on Korea, Georgetown University (2014); The Edmund A. Walsh Medal, awarded for outstanding achievement in the field of international law, Georgetown University (2014)

LEWIS, Joanna: *Assistant Professor, School of Foreign Service (35% EA; tenure-track)*

Education: Ph.D. (2005) University of California, Berkeley, Energy and Resources; M.A. (2001) University of California, Berkeley, Energy and Resources; A.B. (1997) Duke University, Environmental Science and Policy

Academic Experience: Georgetown University (2006-present); Visiting Scholar, Institute of Energy, Environment, and Economy, Tsinghua University (2003-2004)

Overseas Experience: Visiting Scholar, Institute of Energy, Environment, and Economy, Tsinghua University (2003-2004); 4-8 weeks/year in China since 2005 working on alternative energy projects

Languages: Chinese (2), French (2)

Area Studies Courses: Energy and Environment in China

Specializations: Climate change and security in China; China’s energy industry; Sino-U.S. cooperation on climate change

Recent/Selected Publications:

- *Green Innovation in China: China’s Wind Power Industry and the Global Transition to a Low-Carbon Economy*. New York: Columbia University Press, 2013.
- “China’s Environmental Diplomacy: Climate Change, Domestic Politics and International Engagement.” *China Across the Divide: The Domestic and Global in Politics and Society*, edited by Rosemary Foot. New York: Oxford University Press, 2013.
- “Building A National Wind Turbine Industry: Experiences from China, India and South Korea.” *International Journal of Technology and Globalization* 5 (2011): 281-305.

Awards & Distinctions: International Advisor, Energy Foundation China Sustainable Energy Program, Beijing; Member, Strategic Advisory Board, American Council on Renewable Energy

LI, Wen-Hui: *Professorial Lecturer, EALAC (100% EA; non-tenure)*

Education: Ph.D. (1993) Georgetown University, Applied Linguistics; B.A. (1983) East China Normal University

Academic Experience: Professorial Lecturer, Georgetown; Lecturer, Shanghai Medical University (now the Medical School of Fudan University)

Overseas Experience: China native

Languages: Chinese (3)

Language Pedagogy Background: Master of Arts in Teaching (1985) from Georgetown University

Language Courses: Intensive First Level Chinese I; Intensive Second Level Chinese I; Advanced Readings in Chinese

Specialization: Chinese language and culture

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: The University President's Vicennial Award, Georgetown University (2010)

LOONEY, Kristen: *Assistant Professor, SFS Asian Studies Program (100% EA; tenure-track)*

Education: Ph.D. (2012) Harvard University, Government; B.A. (2001) Wellesley College, Chinese Studies

Academic Experience: Assistant Professor, Georgetown University (2012-present); Teaching Fellow, Harvard University (2007-2008)

Overseas Experience: Inter-University Program (IUP) for Chinese Language Studies at Tsinghua University, Beijing, China (2008-2009); Korean Language Institute of Yonsei University, Seoul, South Korea (2008); traveled to Russia, Uzbekistan, Kazakhstan, Kyrgyzstan, India, Thailand, Vietnam, Cambodia, Laos, Singapore, Taiwan, Japan, South Korea and Mongolia, funded by a travel fellowship from Wellesley College (2004-2005); CET Academic Programs, Harbin and Beijing, China (1999)

Languages: Chinese (3), Korean (1)

Area Studies Courses: Politics of China, US-China Relations, Chinese Politics in Comparative Perspective, Political Economy of Contemporary China

Specializations: Comparative politics, Chinese politics, politics of rural development in East Asia, success or failure of rural development policies in China, Taiwan, and South Korea

Recent/Selected Publications:

- "China's 'Building a New Socialist Countryside': The Ganzhou Model of Rural Development." APSA 2012 Annual Meeting Paper (2012).
- "Village Gazetteers, a New Source in the China Field." *The China Journal* 60 (2008): 135-147.

Dissertations/Theses Supervised in the Past Five Years: 2

Awards & Distinctions: Eliot Fellowship for Dissertation Completion, Harvard University (2011); Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship (2009); Frederick Sheldon Traveling Fellowship, Honorary Fellow, Harvard University (2009); Foreign Language and Area Studies (FLAS) Summer Fellowship (2008); Certificate of Distinction in Teaching, Derek Bok Center, Harvard University (2008)

LYONS, Robert: *Supervisor of Academic Programs, SFS Asian Studies Program*

Education: M.A. (2011) Johns Hopkins University, School of Advanced International Studies, International Relations: China Studies and International Economics; B.A. (2008) Augustana College, Political Science

Overseas Experience: Studied Chinese Language at Stanford University-Peking University Summer Intensive Language Program, (2006); Taught English at Huazhong Normal University in Wuhan, China (2008-2009); Manage MA Asian Studies admissions/recruitment efforts; Recruited in Seoul, Taipei, Shanghai, Wuhan, Beijing, Tokyo, Hong Kong, Singapore, Sydney, Melbourne, Auckland, Bangkok, Jakarta, Budapest, Paris; Supervise and manage the Georgetown University exchange agreement with National Chengchi University in Taipei, Taiwan.

Languages: Chinese (2), Spanish (2),

Specializations: China, US-China Relations, International Relations, US Foreign Policy

MARSHALL, In Ku: *Professorial Lecturer, EALAC (100% EA; non-tenure)*

Education: Ph.D. (1974) University of Hamburg, Comparative Education; B.A. (1965) Seoul National University, German Language and Literature

Academic Experience: Georgetown University; Bochum University, Germany; Luneburg Teachers College, Germany (1974-1984)

Overseas Experience: Korea native; academic positions in Germany (1965-86)

Languages: Korean (3), German (2)

Language Pedagogy Background: Ph.D. in Comparative Education (1974); research fellowship at the UNESCO Institute for Education, Hamburg (1972-1974); teaching position at Luneburg Teachers College (1974-1984)

Language/Area Studies Courses: Intensive First Level Korean I; Intensive Second Level Korean I; Third Level Korean Through Multimedia; Introduction to Korean Culture; Korean Myth & Folklore; Tutorial on Korean History & Culture; Korean Literature I & II; Korean Diaspora in Northeast Asia; Studies on North Korea I & II

Specializations: Korean as a foreign language, Studies on Korean thoughts and religion, Korean diaspora in Northeast Asia, Korean cultural history, North Korean society

Recent/Selected Publications:

- *First Korean Reader: Textbook and Workbook in One!* (forthcoming, 2014).
- *Step By Step Korean through 15 Action Verbs I.* Seoul, Korea: Hangookmunhwasa, Seoul, Korea, 2008.
- *Cultural Readings from Folktales, Legends, and History: An Intermediate Korean Reader.* Seoul, Korea: Hanguk Munhwasa, 2006.
- *Once Upon a Time In Korea: An Elementary Reader.* Seoul, Korea: Hangookmunhwasa, Seoul, Korea, 2005.

Awards & Distinctions: Founder, Korean Program at the Korean Cultural Center, Embassy of the Republic of Korea, Washington, DC (1995)

MASTRO, Oriana: *Assistant Professor, School of Foreign Service (50% EA; tenure-track)*

Education: Ph.D. (2013) Princeton University, Politics; M.A. (2009) Princeton University, Politics; B.A. (2006) Stanford University, East Asian Languages with honors in International Security

Academic Experience: Assistant Professor, Georgetown University (2013-present); Teaching Assistant, Princeton University (2009)

Overseas Experience: Bradley Fellow in Beijing and Seoul (2009-2012); fieldwork in China, India, and Vietnam; delegation trips to Japan, South Korea, and Taiwan

Languages: Chinese (3), Italian (3), French (1), Spanish (1)

Area Studies Courses: China and its Military

Specializations: Chinese military and security policy, Asia-Pacific security issues, war termination, coercive diplomacy, patterns in Chinese foreign policy, Chinese military modernization

Recent/Selected Publications:

- “Noninterference in Contemporary Chinese Foreign Policy: Fact or Fiction?” in *China and International Security: History, Strategy, and 21st Century Policy*, vol. 2, edited by Donovan Chau and Thomas Kane. Santa Barbara, CA: Praeger, 2014.
- “The Problems with the Liberal Peace in Asia.” *Survival* 56 (2014): 129-158.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Asia-Pacific Strategist, Asia-Pacific Cell (2013-present); China Strategist, Pentagon (2010-2013); Analyst, U.S. Pacific Command (2009) One of Top 99 Most Influential International Professionals Under 33, *Diplomatic Courier* (2011)

Media Appearance since 2009: Voice of America, NBR, The Diplomat

MCCASKEY, Michael: *Associate Professor, EALAC (100% EA; tenured)*

Education: Ph.D. Yale University, East Asian Languages & Literature; M.A. Stanford University, Asian Languages & Literature; B.A. Stanford University, Asian Languages & Literature

Academic Experience: Associate Professor, Georgetown University; Assistant Professor of Oriental Language & Comparative Literature and Chair, University of Maryland; Director, Yale University Summer Far Eastern Language Institute

Overseas Experience: Graduate study of Japanese language and literature at Inter-University Center, Tokyo, Japan; Graduate study of Chinese classical literature at Tokyo University

Languages: Japanese (3), Chinese (3)

Area Studies Courses: Business Japanese I & II; Japanese Literature in Film; Japanese Anime Film; Kurosawa: A History in Film; Senior Seminar in Japanese

Specializations: Japanese language and Japanese film

Recent/Selected Publications:

- “Review Essay Article on Three Postmodern Anime Studies.” *Journal of Japanese and Korean Cinema* 3 (2011): 157-178.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Director, Georgetown University Language Research Center; Director, Yale University Summer Far Eastern Language Institute

MCNAMARA, Dennis: *Park Professor of Sociology and Korean Studies and Special Assistant to the University President for China Affairs (100% EA; tenured)*

Education: Ph.D. (1983) Harvard University, Sociology; S.T.M. (1977) Jesuit School of Theology, UC Berkeley, Theology; M.Div. (1976) Jesuit School of Theology, UC Berkeley, Divinity; M.A. (1974) Fordham University, Sociology; B.A. (1969), St. Louis University, Philosophy

Academic Experience: Georgetown University (1984-present); Adjunct Professor (2006), Thammasat University, Thailand; Visiting Professor at Renmin University and Fudan University & Provost for International Initiatives, China Foreign Affairs University (2005-6)

Overseas Experience: Fulbright-Hays Faculty Research Abroad Fellowship, Japan & Korea (2006-2007); Fulbright-Hays FRA Fellowship, Japan & Korea (2002-2003); Research Scholar, Chinese Academy of Social Sciences (2000-2002)

Languages: Korean (3), Chinese (2), Japanese (2)

Area Studies Courses: Consumer Culture in East Asia; Political Economy of Northeast Asian Societies; Modernization & Development: South Korea & Brazil (50% EA); Japan and the U.S.

Specialization: Political economy of East Asia, East Asian consumerism, innovation systems in China, Japan, and South Korea; Asian business environment

Recent/Selected Publications:

- *Business Innovation in Asia: Knowledge and Technology Networks from Japan*. London: Routledge, 2009.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Special Assistant to the University President, Chair of the President's China Advisory Committee, Georgetown University (2007-present)

MERTENS, Donna: Evaluator of Programs and Fellowships

Education: Ph.D. (1977) Univ. of Kentucky, Educational Psychology; M.S. (1973) Univ. of Kentucky, Educational Psychology; B.A. (1972) Thomas More College, Psychology

Academic Experience: Professor, Gallaudet University (1983-2014); Research Specialist, National Center for Research in Vocational Education, Ohio State University (1979-1983); Coordinator of Evaluation, Appalachian Community Service Network (1975-1979)

Languages:

Specializations: Program and research evaluation, educational psychology, psychology

Recent Publications:

- *Indigenous Pathways into Social Research*. Walnut Creek, CA: Left Coast Press, 2013. Co-authored with F. Cram and B. Chilisa.
- *Program Evaluation: Theory to Practice*. NY: Guilford, 2012. Co-authored with A.T. Wilson.
- *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods*, 3rd Edition. Thousand Oaks, CA: Sage, 2010.

Awards & Distinctions: President of the American Evaluation Association (1998) and its current board member; leadership in the development of the International Organization for Cooperation in Evaluation and the establishment of the AEA Diversity Internship Program; Highest Honor from the American Evaluation Association for service to the organization

MILLWARD, James: *Professor, School of Foreign Service and Department of History, (75% EA; tenured)*

Education: Ph.D. (1993), Stanford University, History; M.A. (1985) University of London, Far Eastern Studies; B.A. (1983) Harvard University, East Asian Languages and Civilizations

Academic Experience: Georgetown University (1996-present); Assistant Professor, University of Arizona (1993-1995); Instructor, Stanford University (1992); Instructor, Huazhong Institute of Technology, Wuhan, China (1981)

Overseas Experience: Lived in Wuhan, China (1981), Taiwan (1983-1984), Japan (1989-1990), and Beijing (1991-1992)

Languages: Chinese (3), Japanese (2), Uighur (1), Mongolian (1), Manchu (1)

Area Studies Courses: Minorities/Frontiers: Modern China; Story of the Stone: Late Imperial China through its Greatest Novel; The Mongol World; The Silk Road; Central Eurasia in World History

Specializations: Asian and world history; Xinjiang, Mongolia, and Tibet; Qing Empire

Recent/Selected Publications:

- *The Silk Road: A Very Short Introduction*. New York: Oxford University Press, 2013.
- “Shredding for the Motherland: The Guitar in China.” In *Chinese Characters*, edited by Jeffrey Wasserstrom and Angilee Shah. Berkeley, CA: University of California Press, 2012.

Dissertations/Theses Supervised in the Past Five Years: 1

Awards & Distinctions: President, Central Eurasian Studies Society, 2010

MORI, Yoshiko: *Associate Professor and Director of Japanese Language Program, EALAC (100% EA, tenured)*

Education: Ph.D. (1996), University of Illinois at Urbana-Champaign, Educational Psychology; M.A. (1991) Ohio University, Applied Linguistics; B.A. (1983) Nanzan University, Nagoya, Japan, English and American Studies

Academic Experience: Georgetown University (1996-present); Visiting Professor, Columbia University (2003 & 2009); Teaching/Research Assistant, University of Illinois at Urbana-Champaign (1991-1996); Visiting Instructor of Japanese, University of Cincinnati (1995)

Overseas Experience: Japan native

Languages: Japanese (3), Spanish (1)

Language Pedagogy Background: Certificate in Second Language Acquisition and Teacher Education, University of Illinois at Urbana-Champaign (1996); Certificate in Teaching English as a Foreign Language at Senior High School, Japanese Ministry of Education (1983)

Area Studies Courses: Topical Japanese, Topics in Kanji Learning, Japanese in Social Context, Issues in Acquisition of Japanese, Introduction to Japanese Linguistics, Media Japanese, Integrative Advanced Japanese I & II

Specializations: Japanese; second language acquisition and instruction; psycholinguistics

Recent/Selected Publications:

- “Bilingual Vocabulary Knowledge and Arrival Age among Japanese Heritage Language Students at hoshuukoo.” *Foreign Language Annals* 46 (2013): 290-310.

Awards & Distinctions: GU Japanese Language Program identified as *Best Practice* in the national study of Japanese courses, Educational Policy Improvement Center (2007)

OMORI, Motoko: *Adjunct Instructor, EALAC (100% EA; non-tenure)*

Education: M.A.T. (1992) Georgetown University, TESOL and Bilingual Education; B.A. (1988) Middlebury College, Math/Computer Science

Academic Experience: Japanese language instructor at Johns Hopkins SAIS (1993); Japanese language teacher and the development for the county's Japanese instruction program, Chesterfield County Public Schools (1988-1990); teacher for Virginia Governor's Academy partial immersion Japanese program (1990)

Overseas Experience: Japan native

Languages: Japanese (3)

Language Pedagogy Background: M.A. in Teaching; Japanese Language Pedagogy Workshop, Middlebury College; certified tester for ACTFL Japanese Oral Proficiency Interview

Language Courses: Intensive Second Level Japanese; Intensive Second Level Japanese II; Integrative Advanced Japanese; Advanced Oral Communication (Japanese)

REARDON-ANDERSON, James: *Acting Dean & Sun Yat-sen Professor of Chinese Studies, School of Foreign Service (75% EA; tenured)*

Education: Ph.D. (1975) Columbia University, Political Science; M.A. & East Asian Institute Certificate (1970) Columbia University; B.A. (1966) Williams College, History

Academic Experience: Georgetown University (1985-present); Director, Stanford Inter-University Program for Chinese Language Studies in Taipei, (1980-1, 1988); Chief Librarian, C.V. Starr East Asian Library of Columbia University (1982-1985); Director, Committee on Scholarly Communication with the People's Republic of China (1990-1992); Assistant Professor (1974-1979) of Chinese Studies, Johns Hopkins SAIS; Adjunct Chairperson, East Asian Advanced Area Studies, U.S. Foreign Service Institute (1979-1980); Visiting Lecturer, University of Michigan (1974-1975)

Overseas Experience: Director, Stanford Chinese Language Program, Taipei (1980-1981, 1988)

Languages: Chinese (3)

Area Studies Courses: Modern China; Culture & Politics of Asia; Environment & Environmental Policy in China; American-East Asian Relations; Chinese Politics & Foreign Policy; Science & Technology in Asia; Republic of China on Taiwan; Sophomore Seminar on China

Specialization: Chinese history, politics, and foreign policy

Recent/Selected Publications:

- *Reluctant Pioneers: China's Expansion Northward, 1644-1937.* Stanford, CA: Stanford University Press, 2005.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: McGuire Medal for Outstanding Service, Georgetown University (1994, 2009); Board of Directors, National Committee for U.S.-China Relations (1970-1972)

ROOSEVELT-WELD, Susan: *Executive Director of Law Asia Leadership & Adjunct Professor of Law, Georgetown Law Center (100% EA; non-tenure)*

Education: Ph.D. (1990) Harvard University, East Asian Languages and Civilizations; J.D. (1974) Harvard Law School; B.A. (1970) Radcliffe College

Academic Experience: Professor, Department of East Asian Languages and Civilizations, Harvard University; Professor, Northeastern University School of Law; Professor, Boston College Law School; taught Chinese Law at Johns Hopkins SAIS

Overseas Experience: Traveled in China to observe developments in several areas related to law

Languages: Chinese (2)

Area Studies Courses: Law and Rights in China, Corruption in China: Past and Present, Chinese Law

Specializations: Chinese law, human rights and gender issues in China, Chinese history

Recent/Selected Publications:

- “Chu Law in Action: Legal Documents from Tomb #2 in Baoshan.” *Defining Chu: Image and Reality in Ancient China*, edited by Constance Cook and John Major. Honolulu, HI: University of Hawaii Press, 1999.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: General Counsel, Congressional-Executive Commission on China (2002-2005); First Lady of Massachusetts (1991-1997); U.S. delegate to the United Nations Fourth World Conference on Women, Beijing (1995)

SAND, Jordan: *Associate Professor, EALAC/History Department (90% EA; tenured)*

Education: Ph.D. (1995) Columbia University, History; M.E. (1988) Tokyo University, Architecture History; B.A. (1984) Columbia University, East Asian Languages and Cultures

Academic Experience: Associate Professor, Georgetown University (1996-present); Visiting Professor, Tokyo University (2012-2013); Visiting Professor, Ecole des Hautes Etudes en Sciences Sociales, Paris (2006); Visiting Research Fellow, Princeton University (2004-2005); Toyota Visiting Professor, University of Michigan (2001-2002)

Overseas Experience: 8 years in Tokyo; Visiting Research Fellow, Nichibun International Research Center for Japanese Studies, Kyoto (1999); Visiting Scholar, Yokohama City University. (1994-1995); Visiting Scholar/Japan Foundation Doctoral Dissertation Research Fellowship, Tokyo University (1992-1993)

Languages: Japanese (3)

Area Studies Courses: Modern Japan; East Asia: Texts & Contexts; History of Japan II; Megacity Edo-Tokyo; Senior Seminar in Chinese; Senior Seminar in Japanese; Readings in Japanese History & Society; Cultures of Modernization in EA; Food in World History (35% EA)

Specializations: Modern Japanese history and culture

Recent/Selected Publications:

- *Tokyo Vernacular: Common Spaces, Local Histories, Found Objects*. Berkeley, CA: University of California Press, 2013.

Dissertations/Theses Supervised in the Past Five Years: 3

Awards & Distinctions: Associate Editor, *The Journal of Asian Studies* (2006-present)

SATO, Kumi: *Instructor, EALAC (100% EA; non-tenure)*

Education: M.A. (2001) University of Iowa, Asian Civilizations and Japanese Language Teaching; B.A. (1997) Kansai Gaidai University, English & Teaching Japanese as a Second Language

Overseas Experience: Japan native

Languages: Japanese (3)

Language Pedagogy Background: See “Education;” Teaching Assistant at University of Iowa (1999-2001), Gettysburg College (1997-1999), and Kansai Gaidai University (1997); Japan Ministry of Education Certificate of Teaching English (1997)

Language Courses: Third Level Japanese I & II; Intensive First Level Japanese I & II

Specializations: Japanese language and pedagogy

Recent/Selected Publications:

- “Online *kanji* learning activities using Quia.” In the 14th Princeton Japanese Pedagogy Forum Proceedings, 285-298. Princeton University, NJ, 2007. With Tsujioka et al.
- “Japanese language students’ perceptions on kanji learning and their relationship to novel kanji word learning ability.” *Language Learning* 57 (2007). With Mori et al.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Profiled in 10th annual edition of *Who’s Who Among America’s Teachers* (2006); Shono-tomo Certificate of the Fourth Level Calligrapher (1999)

SAULSKI, Paul: *Adjunct Professor of Law, Georgetown University Law Center (100% EA; non-tenure)*

Education: M.A. (2001) Washington University in St. Louis, East Asian Studies; J.D. (2000) Washington University in St. Louis School of Law; B.A. Eastern Michigan University

Academic Experience: Adjunct Professor, Georgetown University Law Center (2008-present)

Overseas Experience: Chinese language training at Peking University, China (1998); Chinese language training at the National Taiwan Normal University, Taiwan (1998-1999); East Asian Capital Markets studies and Japanese language training at the University of Tsukuba, Japan (2001)

Languages: Chinese (2)

Area Studies Courses: China’s Financial Markets

Specializations: International regulatory policy, particularly in relation to East Asia

Recent/Selected Publications:

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Mansfield Fellow, The Maureen and Mike Mansfield Foundation (2013-present); Senior Counsel, Office of International Affairs, U.S. Securities and Exchange Commission (2004-present); Senior Policy Advisor, Senate Committee on Banking, Housing & Urban Affairs (2010-2011)

SCISSORS, Derek: *New faculty member to join Georgetown University in fall 2014 (100% EA)*

Education: Ph.D. (1994) Stanford University, International Political Economy; M.A. (1988) University of Chicago, Economics; A.B. (1986) University of Michigan, Economics

Academic Experience: Resident Scholar, American Enterprise Institute (2013-2014); Adjunct Professor of Chinese Economy, George Washington University (2000-2014); Senior Research Fellow, The Heritage Foundation (2008-2013); Lecturer, Lingnan University, Hong Kong (1994-1997)

Overseas Experience: Economist specializing in Chinese economy, Intelligence Research Ltd., Courcy's Intelligence Service, London (1998-2008); Lecturer, Lingnan University, Hong Kong (1994-1997)

Languages: Chinese (2)

Area Studies Courses: China's Economy and Business

Specializations: Asian economic issues and trends; Chinese economy; U.S. economic relations with China and India

Recent/Selected Publications:

- "A Friendly US Can Help India's New Leader Lift Millions from Poverty." American Enterprise Institute Policy Studies, June 12, 2014.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Action Officer in International Economics and Energy, International Security Affairs, Office of the Secretary of Defense, U.S. Department of Defense (1989-1990)

SHIPPER, Apichai: *Adjunct Associate Professor, Asian Studies Program (100% EA; non-tenure)*

Education: Ph.D. (2001) MIT, Political Science; B.A. (1991) Cornell University, Government & Asian Studies

Academic Experience: Adjunct Associate Professor, Georgetown University (2013-present); Research Scholar, Georgetown University (2012-2013); Visiting Scholar, UCLA (2010-2011); Assistant Professor, University of Southern California (2002-2010)

Overseas Experience: Visiting Researcher, University of Tokyo (1995, 1998-1999); Research Student in International Relations, University of Tokyo (1992-1994)

Languages: Japanese (3); Thai (2)

Area Studies Courses: Transnationalism, Migration, and Citizenship in East Asia

Specializations: Japanese politics and political economy, foreigners' rights in East Asia

Recent/Selected Publications:

- "Influence of the Weak: The Role of Foreigners, Activism, and NGO Networks in Democratizing Northeast Asia." *International Studies Quarterly* 56 (2012): 689-703.
- "Contesting Foreigners' Rights in Contemporary Japan." *North Carolina Journal of International Law and Commercial Regulation* 36 (2011): 505-555.
- *Fighting for Foreigners: Immigration and Its Impact on Japanese Democracy*. Ithaca, NY: Cornell University Press, 2008.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Asia Regional Chair, U.S. Department of State Foreign Service Institute (2011-present); Award for Teaching Excellence, Harvard University (2002)

SO, Christine: *Associate Professor & Director of Undergraduate Studies, Department of English (40% EA; tenured)*

Education: Ph.D. (1998) Columbia University; English; M.A. Columbia University; B.A. Dartmouth College

Academic Experience: Georgetown University (1998-present)

Overseas Experience: N/A

Area Studies Courses: Asian American Literature; Asian American Literature in a Transnational Context

Specializations: Asian-American literature and culture

Recent/Selected Publications:

- *Economic Citizens: A Narrative of Asian American Visibility*. Philadelphia, PA: Temple University Press, 2007.
- “Asian Mail-Order Brides, the Threat of Global Capitalism, and the Rescue of the U.S. Nation-State.” *Feminist Studies* 32.2 (2006): 395-419.
- “‘A Woman Is Nothing’: Valuing the Modern Chinese Woman’s Epic Journey to the West.” In *East Main Street: Asian American Popular Culture*, edited by Shilpa Dave, LeiLani Nishime, Tasha G. Oren. New York: New York University Press, 2005.

Dissertations/Theses Supervised in the Past Five Years: 5

SODHY, Pamela: *Adjunct Associate Professor, SFS Asian Studies Program (75% EA; non-tenure)*

Education: Ph.D. (1982) & M.A. (1981), Cornell University, History; M.A. (1971) Louisiana State University, History; B.A. Honors (1968) University of Malaya, History

Academic Experience: Georgetown University (1993-present); National University of Malaysia (1974-1991); Colorado College (1990 & 1992); USDA Graduate School (1992-1994); American University (1992-1995); Malaysian Armed Forces Defense College (1983-1991); Cornell University (1984-1995); University of Malaya (1973-1974)

Overseas Experience: Extensive teaching & living experience in Malaysia

Languages: Malay (2), Cantonese (1)

Area Studies Courses: Asian Power Conflicts; History of Southeast Asia I (25% EA); History of Southeast Asia II; U.S.-Southeast Asian Relations in the Post-9/11 World; ASEAN: Past & Present; The Vietnam War; Fifty Years of U.S. Policy toward Vietnam; U.S.-Vietnam Relations: Five Themes; ASEAN: Southeast Asian Tigers?

Specializations: Southeast Asian history; U.S.-Southeast Asia relations

Recent/Selected Publications:

- Book Review of “Lee Kuan Yew: The Grand Master’s Insights on China, the United States and the World,” by Graham Allison, Robert Blackwill, and Ali Wayne (Cambridge, MA: MIT Press, 2012) in *Georgetown Journal of International Affairs* 14 (2013): 215-222.
- *Malaysia-US Relations, 2000-2011*. Kuala Lumpur: Institute of Strategic and International Studies, 2012.

Dissertations/Theses Supervised in the Past Five Years: 39

Awards & Distinctions: Board Member, Malaysia-America Society (1993-present)

SPENDELOW, Howard: *Associate Professor, Department of History (75% EA; tenured)*

Education: Ph.D. (1982) Harvard University, History & East Asian Languages; M.A. (1970) Harvard University, Chinese Regional Studies; B.A. (1966) Oberlin College, Government

Academic Experience: Georgetown University (1979-present); Visiting Professor, Bates College (1978-1979)

Overseas Experience: Lived in Taiwan (1972-1974), Japan (1974), and Russia (1975)

Languages: Chinese (2), Japanese (1), Russian (2), French (2), Spanish (1)

Area Studies Courses: History of China I; History of China II; World History: People, States, & Empires (25% EA); Sino-Russian Relations

Specializations: Sino-Russian Relations, Chinese history, East Asian history

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Course Chair for China, Advanced Area Studies, U.S. State Department National Foreign Affairs Training Center (1980-present)

STAAB, Martin: *Visiting Associate Professor, SFS (50% EA; non-tenure)*

Education: Ph.D. (1975) & M.A. (1968) Indiana University, Economics; B.A. (1966)

Academic Experience: Georgetown U. (1998-present); Visiting Professor, Simon Fraser University (2005-6); Senior Lecturer in Economics, Howard University (1998-2000 & 2004-5); Adjunct Prof. of Economics, George Mason University (2000-4); Visiting Scholar, Harvard University (1997-8)

Overseas Experience: Economist, Asian Development Bank, Philippines (1971-6)

Languages: Spanish (2)

Area Studies Courses: Asian Econ. Development; Leading Issues in EA Economies; Comparative Regional Economic Development (25% EA); Islam and Politics in SE Asia; South Asian Econ. Development; Economic Policymaking in India; Economics of South Asia

Specializations: Asian/African/Latin American development; international economics

Recent/Selected Publications:

- “Public-Private Sector Relationships In Developing Countries.” *Journal Of Economic Development* 28 (2003): 1-22.
- “Structural Adjustment Lending by The World Bank in The East Asia and Pacific (EAP) and Europe and Central Asia (ECA) Regions,” World Bank, Washington, D.C. (2000).

Dissertations/Theses Supervised in the Past Five Years: 8

Awards & Distinctions: Division Chief, Asia Region Infrastructure Division, World Bank (1990-1991); Economist, Asian Development Bank (1971-1976)

STEPHEN, Elizabeth: Associate Professor, School of Foreign Service (25% EA; tenured)

Education: Ph.D. (1985) University of Texas, Sociology; M.A. (1982) Georgetown University, Demography; B.A. (1975) Colorado Women's College, Urban Studies

Academic Experience: Researcher, Academy of Korean Studies (2011-present); Associate Professor, Georgetown University (1993-present); Assistant Professor (1987-1993), Georgetown University

Overseas Experience: N/A

Area Studies Courses: Immigrant Ethnography (25% EA); Globalization and Demographic Change (50% EA); Demography of the Family (50% EA)

Specializations: Demography, demography of the Korean Peninsula

Recent/Selected Publications:

- *Demography of a Reunified Korea*. Washington, D.C.: Center for Strategic & International Studies, 2013.
- "Policy Concerns of Low Fertility for Military Planning in South Korea." *AsiaPacific Issues* 102 (2011): 1-8.

Dissertations/Theses Supervised in the Past Five Years: 1

Awards & Distinctions: POSCO Fellow, East-West Center (2010); Secretary-Treasurer, Population Association of America (1996-1999); Secretary, Council of Professional Associations on Federal Statistics (1993) Survey Statistician, U.S. Bureau of the Census (1979-1982)

Media Appearance: This Morning (Korean radio station), PBS, Fox Morning News, CBS

TAJIMA, Yuhki: Assistant Professor, School of Foreign Service (90% EA; tenure-track)

Education: Ph.D. (2009) Harvard University, Public Policy; M.P.A. (2003) Harvard University, International Development; B.A. (1999) Swarthmore College, Physics

Academic Experience: Assistant Professor, Georgetown University (2013-present); Assistant Professor, UC Riverside (2009-2013); Post-Doctoral Fellow, Yale University (2008-2009)

Overseas Experience: World Bank Consultant, Conflict and Development Team of Social Development Unit, Indonesia (2003, 2005-2010) and Community Empowerment Program, Timor Leste (2002)

Languages: Indonesian (3); Japanese (2); Spanish (1)

Area Studies Courses: International Political Economy of East Asia, Political Economy of Asia

Specializations: International political economy, international development,

Recent/Selected Publications:

- *The Institutional Origins of Communal Violence: Indonesia's Transition from Authoritarian Rule*. Cambridge, UK: Cambridge University Press (In Press).
- "The Institutional Basis of Intercommunal Order: Evidence from Indonesia's Democratic Transition." *American Journal of Political Science* 57 (2013): 104-119.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Principal Investigator, PNDS Research and Evaluation Program for a National Community Driven Development Program in Timor Leste (2013); Principal Investigator, Partnership Development Grant for Evaluation of Health Clinics in Eastern Burma (2013)

UDOMSAPH, Charles: *Visiting Assistant Professor, School of Foreign Service (50% EA; non-tenure)*

Education: Ph.D. (2004) UC Berkeley, Economics; M.S. (1994) Georgetown University, International Development; B.S. (1994) Georgetown University, International Economics

Academic Experience: Georgetown University (2009-present)

Overseas Experience: Significant field research and work in Malaysia and Thailand

Languages: Thai (3), Chinese (2), Spanish (1)

Area Studies Courses: The Chinese Economy; Econ. Development in SE Asia; Microeconomic Foundations of Growth and Development (25% EA); Econ. Development (25% EA)

Specializations: Economic development; Asian economies

Recent/Selected Publications:

- *Malaysia: Productivity and Investment Climate Assessment Update.* World Bank Report No. 49137-MY, 2009. Co-authored with X. Luo et al.
- *Reducing Investment Climate Constraints to Higher Growth: Lao People's Democratic Republic Private Sector and Investment Climate Assessment.* World Bank, 2007. Co-authored with E. Vostroknutova et al.

Dissertations/Theses Supervised in the Past Five Years: 3

Awards & Distinctions: World Bank economist for East Asia and the Pacific Region (2003-present)

WANG, Michelle: *Assistant Professor, Department of Art and Art History (50% EA; tenure-track)*

Education: Ph.D. (2008) Harvard University, History of Art and Architecture; M.A. (1997) University, Art History; B.A. (1994) University of Chicago, East Asian Languages and Civilizations

Academic Experience: Taught for two years at Louisiana State University

Languages: Chinese (2); French (1); Japanese (1)

Area Studies Courses: South/Southeast Asian Art, The Discovery of Asian Art

Awards & Distinctions:

Specializations: Buddhist art in China, esoteric Buddhist art, art of the Silk Road, East Asian art history

Recent/Selected Publications:

- "Buddhist Art and Architecture in East Asia." In *Blackwell Companion to East and Inner Asian Buddhism*, edited by Mario Poceski. Boston, MA: Blackwell, 2013.
- "Changing Conceptions of "Mandala" in Tang China: Ritual and the Role of Images." *Material Religion* 9 (2013): 186-217.
- *A Bronze Menagerie: Mat Weights of Early China.* Boston, MA: Isabella Stewart Gardner Museum, 2006. Co-authored with Guolong Lai, Roel Sterckx, and Eugene Yuejin Wang.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Chiang Ching-kuo Foundation Fellow; The Asian Cultural Council Fellow; The Pittsburgh Foundation Fellow

WANG, Peng *Adjunct Instructor, EALAC (100% EA; non-tenure)*

Education: M.A. (1989) Yunnan University, American Literature

Academic Experience: Georgetown University (2002-present); Visiting Instructor, Brown University (2001-2); Visiting Instructor, Oberlin College (1991-2); Chief Instructor (1998-2001, 1984-91) and Instructor (1997-8), Inter-University Program for Chinese Language Studies, Qinghua University; Middlebury College Summer Language Program; Lecturer of English Language, Yunnan University (1992-6)

Overseas Experience: China native; academic experience at Qinghua University and Yunnan University (see “Academic Experience”)

Languages: Chinese (3)

Language Pedagogy Background: See “Academic Experience.”

Language Courses: Business Chinese I; Business Chinese II; Third Level Chinese I; Third Level Chinese II; Intensive First Level Chinese: Advanced Beginners; Intensive Second Level Chinese: Advanced Beginners

Recent/Selected Publications:

- Translation from English to Chinese: Francis L.K. Hsu, *Exorcising the Trouble Makers: Magic, Science, and Culture*. Taipei, 1997.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: 2004 winner, Chinese Language Teachers Association Cheng & Tsui Professional Development Award for Teachers of Chinese, for paper on “Using the Internet to Facilitate a Business Chinese Course”

Wilder, Dennis: *New faculty member to join Georgetown University in Fall 2014*

Education: M.S. (1979) Georgetown University, Foreign Service

Academic Experience: Harold W. Rosenthal Fellow in International Relations (1978), visiting fellow in the John L. Thornton China Center at the Brookings Institution (2009)

Specializations: U.S. foreign policy, national security, U.S.-China relations, intelligence

Awards & Distinctions: Visiting Fellow, John L. Thornton China Center, Brookings Institution (present); Chief Deputy of CIA Task Force, Central Intelligence Agency (2011); Senior Director for East Asian Affairs, National Security Council, White House (2004-2009)

Media Appearance: C-SPAN, *The Washington Post*

YANG, Yu-Sheng: *Adjunct Instructor, EALAC (100% EA; non-tenure)*

Education: M.A. (2007) Teaching Chinese as a Second Language, National Taiwan Normal University

Academic Experience: Visiting Instructor, Hamilton College (2007-2009); Coordinator, ACC-CLASS K-12 Summer Chinese Language Teachers Institute, Associated Colleges in China (2008); Instructor, Middlebury College Summer Chinese Language School (2004-2007); Instructor, Mandarin Training Center, National Taiwan Normal University (2004-2007)

Overseas Experience: Taiwan native

Languages: Chinese (3), Taiwanese (3), Japanese (1)

Language Pedagogy Background: Alumni of National Taiwan Normal University's Graduate Institute of Teaching Chinese as a Second Language

Language Courses: Intensive First Level Chinese I, Intensive First Level Chinese II, Third Level Chinese I, Third Level Chinese II

Specializations: Chinese calligraphy

Recent/Selected Publications:

- *Chinese Grammar Made Easy: A Practical and Effective Guide for Teachers.* Yale University Press, 2008. Co-authored with Jianhua Bai.

Dissertations/Theses Supervised in the Past Five Years: N/A

YE, Ding

Librarian/Asian Studies and Linguistics Biographer, The Joseph Mark Lauinger Library

Education: MLIS, University of Hawaii at Manoa; M.A., University of Hawaii at Manoa, Chinese Intellectual History; Diploma in Education, National University of Singapore (1986); B.A. (1984), Beijing Second Foreign Languages Institute, English & ESL

Academic Experience: GU (2006-present); Dean of Instruction (2001-2006) and Librarian (1994-8), Hawaii Tokai International College; Reference Librarian (1992-1994) and Adjunct Faculty, Hawaii Pacific University; English Instructor, Beijing Second Foreign Language Institute (1984-8)

Overseas Experience: China native

Languages: Chinese (3), Japanese (2), Korean (1)

Subject Specialist For: Asian History, Australia/New Zealand Studies, Chinese, East Asian and South Asian Religions, East, South and Southeast Asian Studies, English as a Foreign Language, Japanese, Korean, Linguistics

YEH, Hui-Mei: *Visiting Instructor, EALAC (100% EA; non-tenure)*

Education: M.A., University of Melbourne (Australia); B.A., National Kaohsiung First University of Science and Technology (Taiwan)

Overseas Experience: Taiwan native

Languages: Chinese (3)

Language Courses: Intensive First Level Chinese I & II

YOO, Hei: *Visiting Assistant Professor, EALAC (100% EA; non-tenure)*

Education: Ph.D. Korea University, Korean Language and Culture Education; M.A. Korea University, Linguistics; B.A. Korea University, Linguistics

Overseas Experience: Korea native

Languages: Korean (3)

Language Pedagogy Background: National Grader, the 7th Test of Proficiency in Korea (TOPIK) at Korea Institute Curriculum and Evaluation (2003); National Examiner, TOPIK (2003); Textbook Developer, Korea Foundation (2003-2004); Coordinator, the E-Learning Workshop for Developing Teachers' Teaching Technology, Korea University (2003); Textbook Developer, International Korean Language Foundation (2001-2004)

Language Courses: Intensive Second Level Korean, Third Level Korean, Business Korean

Specializations: Korean language and culture

Recent/Selected Publications:

- "The Current Status and Its Future Prospects of Non-Regular Korean Language and Culture Program: Based on the Program at the Embassy of the Republic of Korea in the USA." *The Language and Culture* 7 (2011): 29.
- "A Sociolinguistic Study on the Constructing of Conversations in Korean: Focused on the Organization of Telephone Conversations." *Bilingual Research* 36 (2008).

Awards & Distinctions: Certificate of Participation for OPI Assessment Workshop, American Council on the Teaching of Foreign Languages (2014)

YU, Chen-Yieh Catherine: *Assistant Professor, EALAC (100% EA; tenure-track)*

Education: M.S. (1976) Georgetown University, Chinese; M.Ed. (1972) Sul Ross State University, Education; B.A. (1968) Tung-Hai University, Chinese Literature

Academic Experience: Assistant Professor, Georgetown University (1976-present)

Overseas Experience: Taiwan native

Languages: Chinese (3)

Language Pedagogy Background: See “Education.”

Language Courses: Survey of Chinese Literary Genres; Intensive First Level Chinese I & II; Intensive Second Level Chinese I & II; Advanced Oral Communication (Chinese); Gestalt of Chinese Culture; Survey of Chinese Literary Genres

Recent/Selected Publications:

- Yu, Chen-yieh C. “A Discussion of University Level Chinese Language Curriculum,” presented to Wei-Hwa Chinese School, 1995.
- Yu, Chen-yieh C. “The Missing Link, from High School to College, of Chinese Language Teaching,” presented at the annual meeting of the Washington Metro Association of Chinese Schools, 1995.

Distinctions: Nominated by College Academic Council as a faculty member who has most shaped students’ experiences at GU (2010); profiled in “Who’s Who Among America’s Teachers” (2000, 2004, 2005); selected as top ten professor by GU Student Association (1993 & 1998); faculty liaison to the Taipei Economic and Cultural Representative Office in the U.S.

ZHANG, Jingyuan: *Associate Professor, EALAC (100% EA; tenured)*

Education: Ph.D. (1989) & M.A. (1985) Cornell U., Department of Comparative Literature; M.A. (1981) and B.A. (1978) Sichuan International Studies U., English Department

Language Pedagogy Background: See “Education.”

Academic Experience: GU (1995-2001); Visiting Associate Prof., U.C. Berkeley (1995); Teaching Associate, Cornell U. (1994); Associate Prof. 1991-4) & Asst. Prof. (1989-91), Institute of Comparative Literature & Department of Chinese Language and Literature, Peking University

Overseas Experience: China native

Specializations: Modern Chinese literature and media; gender studies and Chinese women writers; East-West comparative literature

Language Courses: Third Level Chinese I; Third Level Chinese II; Advanced Oral Communication (Chinese); Women in Contemporary Chinese Film; Senior Seminar in Chinese; Modern Chinese Drama

Recent/Selected Publications:

- “Psychoanalysis in China: Literary Transformations, 1919-1949,” Cornell East Asia Series No. 55, 1992.
- Ed. *Zhongguo jinshenfenxixue shiliao [Chinese Psychoanalysis: Historical Material]*. Tangshan Chubanshe, 2007.
- Ed. *Houzhimin lilun yu wenhua rentong [Postcolonial Theory and Chinese Cultural Identity]*. Rye Field Publishing, 1995 (Second Edition 2007).

ADDENDUM: SOUTH ASIA FACULTY

DESAI, Raj: *Associate Professor, School of Foreign Service (tenured)*

Education: Ph.D. (1996) Harvard University, Political Science; M.A. (1992) Harvard University, Political Science; B.A. (1988) UC Irvine, Political Science

Academic Experience: Associate Professor, Georgetown University (2006-present); Nonresident Senior Fellow, The Brookings Institution (2008-present); Assistant Professor, Georgetown University (1999-2006); Teaching Fellow, Harvard University (1991-1996)

Overseas Experience: Fellowship at Charles University, Prague, Czech Republic (1991); secondary education at the International School of Kuala Lumpur, Malaysia

Area Studies Courses: Policies for Poverty Reduction, Institutions and Development

Specializations: Economic reform, foreign aid, international development, East Asian political economy

Recent/Selected Publications:

- “Democratizing Foreign Aid: Online Philanthropy and International Development Assistance.” *Journal of International Law and Politics* 42 (2010): 1111-1142. Co-authored with Homi Kharas.
- “A Suggestion for the IMF: Embrace Regionalism.” In *Regional and Global Liquidity Arrangements*, edited by Ulrich Volz and Aldo Caliarì. Bonn: German Development Institute, 2010. Co-authored with James Vreeland.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Private Sector Development Specialist, The World Bank (1996-2004)

HUSSAIN, Touqir: *Adjunct Professor, SFS Asian Studies Program (non-tenure)*

Education: M.A. (1964) Punjab University, Pakistan, English Literature

Academic Experience: Georgetown University (2007-present); Adjunct Professor, University of Virginia (2006-present); Research Fellow, George Washington University (2006-present); Adjunct Professor, University of Maryland (2008)

Overseas Experience: Ambassador of Pakistan to Japan (1998-2003), Spain (1993-1995), and Brazil (1990-1993)

Languages: Urdu (3), Punjabi (3), French (2), Spanish (1), Portuguese (1), Persian (1)

Area Studies Courses: South Asia: Threats and Opp.; Post-1979 Pakistan, Afghanistan, and Iran

Specializations: Asia-Pacific and South Asia; U.S. foreign policy; South Asian security issues

Recent/Selected Publications:

- “Understanding Democracy in Pakistan.” *The News*, October 30, 2012.
- “Obama, Afghanistan and Pakistan.” *The Express Tribune*, August 10, 2011.
- “Kashmir Dispute.” In *Perspectives from the Front Lines: An Anthology of International Views and Voices on Ethno-Political Conflicts*, edited by Judy Carter. Upper Saddle River, NJ: Prentice Hall, 2008.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Ambassador of Pakistan to Japan, Spain, and Brazil; Diplomatic Advisor to the Prime Minister of Pakistan (1996-1998)

JOSHI, Shareen: *Assistant Professor, School of Foreign Service (tenure-track)*

Education: Ph.D. (2005) Yale University, Economics; M.Phil. (2003) Yale University, Economics; M.A. (2001) Yale University, Economics B.A. (1998) Reed College, Mathematics/Economics

Academic Experience: Assistant Professor, Georgetown University (2008-present); Post-Doctoral Research Fellow, University of Chicago (2004-2006)

Overseas Experience: Presentations, lectures, and outreach activities in India (2011-present); research through India Central Program (2013)

Languages: Hindi (3); Panjabi (1)

Area Studies Courses: Poverty and Politics in South Asia, Gender and Poverty in South Asia

Specializations: Poverty alleviation and demographic change in the developing world

Recent/Selected Publications:

- “Can Producer Associations Improve Rural Livelihoods? Evidence from Farmer Centres in India.” *Journal of Development Studies* 50 (2014) 64-80.
- “Collective Action and Community Development: Evidence from Self-Help Groups in Rural India.” *The World Bank Economic Review* (2013): 1-33.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Associate Editor of *Journal of South Asian Development*

NOORUDDIN, Irfan: *Professor, SFS Asian Studies Program (tenured)*

Education: Ph.D. (2003) University of Michigan, Political Science; M.A. (2001) University of Michigan, Political Science; B.A. (1996) Ohio Wesleyan University, Economics/International Studies

Academic Experience: Professor, Georgetown University (2014-present); Associate Professor, Ohio State University (2003-2014); Scholar in Residence, Woodrow Wilson International Center for Scholars (2012)

Overseas Experience: Jain University, Bengaluru, India (2010-2011); University of International Business and Economics, Beijing (2011); Summer School in Quantitative Methods in Political Science, Indian Institute for Advanced Study, Shimla, India (2007-2009)

Languages: Hindi (3)

Area Studies Courses: Voters/Elections in India/South Asia

Specializations: Conflict resolution, economics of globalization, trade and development in South Asia

Recent/Selected Publications:

- “Credible Commitment in Post-Conflict Recovery.” In *Handbook on the Political Economy of War*, edited by Christopher Coyne and Rachel Mathers, 474-497. London: Edward Elgar, 2011.
- *Coalition Politics and Economic Development: Credibility and the Strength of Weak Governments*. Cambridge, UK: Cambridge University Press, 2011.

Dissertations/Theses Supervised in the Past Five Years: 2

Awards & Distinctions: Outstanding Teaching in Political Science, Awarded by American Political Science Association (2008)

RIZVI, Mubbashir: *Assistant Professor, Department of Anthropology (tenure-track)*

Education: Ph.D. (2013) University of Texas, Anthropology; M.A. (2006) University of Texas, Anthropology; B.A. (2003) Brooklyn College-CUNY, Political Science

Academic Experience: Georgetown University (2013-present)

Overseas Experience: Extensive field research in Asia

Languages: Urdu (3); Panjabi (2); Hindi (1)

Area Studies Courses: Intro to Cultural Anthropology

Specializations: Cultural significance of land relations, caste and religious identity in Punjab, Pakistan, ethnography of social movements, postcolonial theory for South Asia and Asia

Recent/Selected Publications:

- “Multiple Lives of Black Islam in Hip Hop.” *Text, Performance and Practice* 8 (2009): 95-110.

Dissertations/Theses Supervised in the Past Five Years: N/A

RUDOLPH, Matthew: *Visiting Assistant Professor, Department of Government (non-tenure)*

Education: Ph.D. (2006) Cornell University, Political Science; B.A. (1991) Swarthmore College, Political Science/Art History

Academic Experience: Visiting Assistant Professor, Georgetown University (2009-present); Lecturer, UC Santa Cruz (2008-2009); Visiting Assistant Professor, Naval Post-Graduate School (2008); Post-Doctoral Associate, Princeton University (2006)

Overseas Experience: Visiting Research Fellow at the Chinese Academy of Social Sciences, Beijing, China (2000-2001); Visiting Research Fellow at the Indian Council for Research on International Economic Relations, New Delhi, India (2000); Language training at the National Taiwan University, Taipei, Taiwan (1997); attended Woodstock School, Mussoorie, India (1976, 1980, 1984)

Languages: Mandarin (2), Hindi (2), French (2)

Area Studies Courses: South Asian Politics: India/Pakistan; Indian Political Economy; China-India: Government, Businesses, Globalization; Nation State and Sovereignty in Asia

Specializations: Security politics and arms control in Asia; U.S., Indian, and Chinese foreign policy

Recent/Selected Publications:

- “Dragon as Exemplar? Beware Convenient Uses of the China Model.” *Economic and Political Weekly* 40 (2006): 655-659.

Dissertations/Theses Supervised in the Past Five Years: 3

Awards & Distinctions: Development Committee Member, Ubuntu at Work

RUDRA, Nita: *Associate Professor, Department of Government (30% EA; tenure-track)*

Education: Ph.D. (2000) University of Southern California, Political Economy and Public Policy; M.A. (2000) University of Southern California, Economics; M.A. (1992) University of South Florida, Political Science; B.A. (1989) Political Science, University of Florida

Academic Experience: Associate Professor, Georgetown University (2014-present); Associate Professor, University of Pittsburgh (2001-2013); Adjunct Professor, Occidental College (2000)

Overseas Experience: N/A

Languages: N/A

Specializations: International political economy, politics of welfare in developing countries, globalization studies, comparative politics, labor in Asia

Area Studies Courses: Poverty and the World Economy

Recent/Selected Publications:

- “Openness and the Politics of Potable Water.” *Comparative Political Studies* 44 (2011) 771-803.
- “Why International Organizations Should Bring Basic Needs Back In.” *International Studies Perspective* 10 (2009): 129-150.
- *Who Really Gets Hurt? Globalization and the Race to the Bottom in Developing Countries.* Cambridge, UK: Cambridge University Press, 2008.

Dissertations/Theses Supervised in the Past Five Years: N/A

Awards & Distinctions: Senior Researcher Fulbright Award to India (2010-2011)

Appendix 3: Course List

Course level guide:

499 and under: Undergraduate courses
350-499: Over/under courses
500+: Graduate courses

Key:

X = To Be Offered in 2014-2015 Academic Year.

N/A: Course not offered in applicable academic year or enrollment data unavailable.

*Supported with Grant Funds

Note: Full list of Spring 2015 Main Campus courses will not be confirmed until October 2014. All enrollment numbers for 2014-2015 do not include Fall 2014 incoming students.

Course Number	Title (and E/A content where not 100%)	Hrs	2011- 2012	2012- 2013	2013-2014	2014- 2015
Art History						
ARTH-171	Buddhist Art	3	25	29	N/A	27
ARTH-271	Chinese Art	3	19	N/A	N/A	N/A
ARTH-465	Modern Art in Asia	3	N/A	10	N/A	N/A
ARTH-466	The Body in Asian Art	3	13	N/A	N/A	N/A
ARTH-467	Arts of Zen Buddhism	3	8	N/A	N/A	11
ARTH-468	The Discovery of Asian Art	3	N/A	6	N/A	N/A

Art and Museum Studies

AMUS-670	Arts of Asia and their Markets	12	N/A	2	N/A	N/A
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Asian Studies

ASST-502	War and Peace in Asia	3	N/A	14	9	N/A
ASST-504	Topics: Modern Korean History	3	N/A	5	2	2
ASST-505	China, The Media and Politics	3	N/A	12	N/A	N/A

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
ASST-508 (grant-supported)*	China's Economy and Business	3	N/A	N/A	N/A	16
ASST-511	International Political Economy: East Asia	3	N/A	22	26	0
ASST-515	Cultures of Modernization: East Asia	3	N/A	N/A	N/A	9
ASST-516	Economics, Politics, Security Markets: Asia	3	N/A	N/A	N/A	8
ASST-520	Growth: Chinese Military Power	3	N/A	N/A	N/A	7
ASST-544	Makers of Modern Asia	3	N/A	16	17	X
ASST-668	Theory/Policy in Asia	3	N/A	27	26	0
ASST-701	Chinese Foreign Policy	3	N/A	17	20	X
ASST-702	China's Role: Myanmar/SE Asia	3	N/A	16	N/A	N/A
ASST-703	East Asian Civilizations	3	N/A	2	N/A	N/A
ASST-705/GOVT-643	Chinese Politics in Comp Persp	3	N/A	11	6	X
ASST-707/INAF-293	Island Disputes in NE Asia	3	N/A	N/A	8	20
ASST-708	Transnationalism, Migration and Citizenship: East Asia	3	N/A	N/A	12	2
ASST-709	Sino-Japanese Relations	3	N/A	N/A	17	N/A
ASST-710	Ethnic Politics (East Asia Content)	3	N/A	N/A	4	N/A
ASST-779	International Relations & Diplomacy in East Asia	3	N/A	16	20	X
ASST-XXX (Spring 2015; New Course)*	China-Southeast Asian Relations	3	N/A	N/A	N/A	X
ASST-XXX (Spring 2015; New Course)*	Japan Political Economy	3	N/A	N/A	N/A	X
ASST-XXX (Spring 2015; New Course)*	China-India Relations	3	N/A	N/A	N/A	X
ASST-XXX (Spring 2015; New Course)*	Human Security in Asia	3	N/A	N/A	N/A	X

Business Administration

BADM-703	China Jobs Lab	3	N/A	35	N/A	N/A

Liberal Studies - Humanities and Social Sciences and Human Values

BLHS-412	China, the U.S., and the Cold War Confrontation	3	5	13	Fall - 3; Spring -9	0
BLHS-417	Chinese I/Introduction to Chinese	3	6	N/A	Fall - 5; Spring - 3	3

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
BLHV-393	China & Internet: Challenging	3	N/A	10	N/A	2
BLHV-415	Disorder in Modern China	3	13	N/A	N/A	N/A
LSHS-358	China: From Communism to Commercialism, 1949-Present	3	18	9	N/A	N/A
LSHS-432	America and China in Historical Perspective	3	7	12	N/A	N/A
LSHV-518	Buddhism Through Lit & Art	3	8	N/A	N/A	N/A
Catholic Studies						
CATH-144	Yoga & Meditation (East Asia Content)	3	36	24	33	N/A
Communication, Culture, and Technology						
CCTP-813	Technology, Culture & Development (25% for readings from Asian scholars & student participation in development projects in Asia)	3	12	N/A	N/A	N/A
Chinese						
CHIN-011	Intensive First Level Chinese I	6	85	83	75	10
CHIN-012	Intensive First Level Chinese II	6	76	73	68	X
CHIN-013	Intensive First Level Chinese for Advanced Beginners	6	16	13	12	2
CHIN-024/JAPN-024	(JAPN-024) East Asia: Texts and Contexts	3	8	18	12	X
CHIN-111	Intensive Second Level Chinese I	6	66	70	77	50
CHIN-112	Intensive Second Level Chinese II	6	66	66	69	X
CHIN-114	Intensive Second Level Chinese for Advanced Beginners	6	16	15	12	X
CHIN-211	Third Level Chinese I	3	63	79	75	62
CHIN-212	Third Level Chinese II	3	54	69	66	X
CHIN-312	Chinese Composition and Style	3	N/A	4	8	N/A
CHIN-313	Advanced Oral Communication	3	22	26	22	20
CHIN-314	Topics in Chinese Media	3	14	9	N/A	N/A
CHIN-318/362	Introduction to Classical Chinese	3	14	13	14	6
CHIN-321	Business Chinese I	3	29	39	44	53
CHIN-322	Business Chinese II	3	23	31	27	X
CHIN-325	Advanced Readings in Chinese	3	14	11	14	16
CHIN-326	Modern Chinese Lit & Society	3	N/A	N/A	15	X
CHIN-331	Topics in Current Affairs	3	12	13	28	X
CHIN-353	War and Its Legacies in Chinese Literature	3	16	N/A	N/A	N/A
CHIN-354	Reading Chinese Landscape	3	N/A	N/A	16	N/A

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
CHIN-364*	Chinese in Diplomatic Discourse	3	N/A	15	14	X
CHIN-391	Intro to Chinese Linguistics	3	15	15	N/A	N/A
CHIN-392	Linguistic Structure: Mandarin Chinese	3	N/A	N/A	N/A	6
CHIN-406	Reading Lu Xun	3	6	6	N/A	7
CHIN-459	Senior Seminar	3	10	15	8	5
CHIN-462	Contemporary Chinese Women Writers	3	N/A	9	7	N/A
CHIN-463	Survey of Chinese Literary Genres	3	10	6	N/A	N/A
CHIN-464	Modern Chinese Drama	3	7	N/A	7	N/A
CHIN-467	Chinese Avant-Garde Fiction	3	8	N/A	N/A	N/A

Culture and Politics

CULP-344/INAF-100	Green Politics (25% East Asia Content)	3	N/A	11	15	X
CULP-345	Detouring the Global City (25% East Asia Content)	3	N/A	15	N/A	N/A
CULP-346	Critical Geography: Theory and Practice (25% East Asia Content)	3	8	N/A	27	N/A
CULP-450	Globalization, Diplomacy & the Politics of Exhibitions (25% East Asia Content)	3	N/A	N/A	12	18

Economics

ECON-257	Comparative Economic Systems (25% Japan/China case studies)	3	30	N/A	N/A	N/A
ECON-384	Topics in International Economics (25% attention to China's Economy)	3	N/A	N/A	17	13
ECON-391	The Japanese Economy	3	41	35	41	N/A

English

ENGL-222	Asian Americans and the Public Sphere	3	18	N/A	N/A	N/A
ENGL-236	Asian American Literature	3	N/A	33	3	N/A

Government

GOVT-232	Dept Sem: Ethnic Conflict in Asia	3	N/A	N/A	N/A	
GOVT-238	Department Seminar: Asian Security from the Bottom Up	3	N/A	3	N/A	N/A
GOVT-321	Dept. Seminar: Power Politics and Culture in East Asian Foreign Policy	3	N/A	N/A	N/A	N/A
GOVT-374/INAF-347	Dept Seminar: Research Seminar on Asia	3	7	7	7	0
GOVT-358	Politics of China	3	N/A	N/A	13	N/A
GOVT-399/463	Strategy and Technology in Asia	3	N/A	N/A	39	45
GOVT-400	Cultures of Corruption (25% Asia)	3	N/A	12	15	N/A

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
GOVT-407	Russia and China in the Global Economy	3	N/A	22	24	N/A
GOVT-451	Conflict in Asia	3	N/A	42	N/A	N/A
GOVT-457	Department Seminar: China-India: Business, Government, Globalization	3	N/A	9	7	N/A
GOVT-459	Department Seminar: Asian Political Economy/Political Risk and Political Economy of Asia	3	9	4	11	N/A
GOVT-479/INAF-464	US-China Relations	3	N/A	N/A	10	X
GOVT-493	Dept Sem: Compet Strat in Asia	3	N/A	N/A	18	N/A
GOVT-498	Contemporary Chinese Military Thought	3	41	N/A	N/A	N/A
GOVT-508/649	Informal Economic Institutions (25% East Asia)	3	N/A	5	5	N/A
GOVT-516/642	China-India: Government, Business, Globalization	3	4	N/A	7	N/A
GOVT-526	Leadership (30% group project on U.S. policy regarding China & human rights)	3	N/A	N/A	N/A	N/A
GOVT-564	Comparative Democratization (25% East Asia)	3	N/A	17	15	5
GOVT-637	Comparative Political Economy	3	N/A	10	N/A	N/A
GOVT-643	Chinese Politics in Comparative Perspective	3	N/A	N/A	3	X
GOVT-651	Political Economy of Communism (25% China)	3	5	N/A	9	N/A

History

HIST-008	Pacific World	3	147	141	87	3
HIST-101	Australia & Asia-Pacific	3	N/A	N/A	61	N/A
HIST-108	Central Eurasia (25%; study of Qing & Mongol empires)	3	N/A	29	N/A	N/A
HIST-120	Confucian World to 1800	3	N/A	20	N/A	N/A
HIST-122	China I	3	44	46	31	34
HIST-123	China II	3	26	39	29	X
HIST-124	History of Japan I	3	26	45	16	6
HIST-125	Modern Japan	3	43	53	48	X
HIST-226	History of Korea in NE Asia	3	42	42	48	X
HIST-307	British Empire in Asia Pacific (50%)	3	N/A	3	N/A	N/A
HIST-321	The Silk Road	3	10	N/A	16	N/A
HIST-322	Spies in 20th-C East Asia	3	N/A	N/A	20	N/A
HIST-325	Telling Chinese Lives	3	N/A	N/A	16	N/A
HIST-326	China: Liberation to Olympics	3	N/A	18	N/A	N/A
HIST-327	Islam & Muslims in China	3	N/A	N/A	5	N/A
HIST-328	China and the US	3	N/A	N/A	N/A	18

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
HIST-329	Cold War in Asia	3	N/A	20	N/A	N/A
HIST-404	War and Environment in the Modern World (25% for Asia)	3	22	N/A	16	N/A
HIST-407	Approaches to the Modern City (East Asia Focus)	3	N/A	N/A	13	13
HIST-421	War and Peace in East Asia	3	21	N/A	N/A	X
HIST-423	Global Health/Disease: Asia	3	7	N/A	N/A	N/A
HIST-424/527	Mao & the Cultural Revolution	3	20	N/A	14	N/A
HIST-426	Euro Encounters/Asia 1450 - 1750	3	3	3	N/A	N/A
HIST-529/ASST-515	Cultures of Modernization: East Asia	3	N/A	N/A	N/A	0
HIST-606	Collaboration in WWII (30% East Asia Content)	3	6	N/A	N/A	N/A
HIST-608/MSFS-608	(MSFS-608) China's Challenge to the U.S.	3	9	N/A	N/A	N/A
HIST-624	China in World History	3	9	N/A	N/A	N/A
HIST-627	Central Eurasia in World History (25%; study of Qing & Mongol empires)	3	N/A	12	N/A	N/A
HIST-722	Late Imperial China	3	4	N/A	6	N/A
HIST-723	20th-Century China	3	N/A	13	N/A	N/A
HIST-724	East Asia Research Seminar	3	1	1	N/A	N/A
HIST-725	Modern Japan in Global Perspective	3	N/A	N/A	5	N/A
HIST-726	East Asian Environmental History	3	N/A	N/A	6	N/A

International Affairs

INAF-100/CULP-344	Green Politics (25% East Asia Content)	3	N/A	11	15	X
INAF-100	Proseminar: Political Economy of Contemporary China	3	N/A	N/A	15	N/A
INAF-234/413	Japan's Search for Strategy	3	8	12	15	X
INAF-293/ASST-707	Island Disputes in NE Asia	3	N/A	N/A	N/A	20
INAF-326	Politics of China	3	N/A	18	11	N/A
INAF-332	Political Economy of Asia	3	N/A	N/A	17	19
INAF-347	Senior Seminar: Asian Studies	3	15	15	17	18
INAF-367	Trade in Asia/Pacific	3	N/A	N/A	17	20
INAF-376	Chinese Foreign Relations & Policy: 18th Century to the Present	3	16	N/A	N/A	N/A
INAF-376	Sports and Politics (Asia Focused)	3	23	N/A	N/A	N/A
INAF-385	China/Taiwan/Japan Triangle	3	10	N/A	N/A	N/A
INAF-405	Political Legitimacy & Identity in Southeast/East Asia	3	23	N/A	N/A	N/A
INAF-410	China & India as Emerging Global Technological Powers	3	22	22	N/A	N/A
INAF-449	China's Evolving Role in Africa	3	19	18	19	23
INAF-464	US-China Relations	3	N/A	26	8	X

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
INAF-470	Korea-Japan Relations Since World War II	3	N/A	N/A	N/A	0
INAF-472	The Chinese Economy	3	22	23	21	N/A
INAF-474	American Entrepreneurship in China	3	19	18	N/A	X
INAF-482	Global Health, Disease & History: Asia	3	8	N/A	N/A	N/A
INAF-485	Development Challenges of the BRICs	3	22	19	N/A	N/A
INAF-496	US Strategy in Asia: History & Practice	3	N/A	21	N/A	N/A
INAF-499	Assessing U.S.-Japan Relations	3	13	26	28	23
INAF-511	Business and Political Economy of East Asia	3	4	N/A	N/A	N/A
INAF-544	Makers of Modern Asia	3	17	N/A	N/A	N/A
INAF-576/LASP-576	Political Economy of Cities: Latin America & Asia	3	N/A	N/A	14	N/A
INAF-668 (now ASST 668)	Theory and Policy in Asia	3	24	N/A	N/A	N/A

Japanese

JAPN-011	Intensive First Level Japanese I	6	28	21	36	9
JAPN-012	Intensive First Level Japanese II	6	23	20	32	X
JAPN-024/CHIN-024	(CHIN-024) East Asia: Texts and Contexts	3	9	2	4	X
JAPN-111	Intensive Second Level Japanese I	6	16	23	21	17
JAPN-112	Intensive Second Level Japanese II	6	15	23	16	X
JAPN-211	Third Level Japanese I	4	9	13	21	13
JAPN-212	Third Level Japanese II	4	7	12	14	X
JAPN-311	Integrative Advanced Japanese I	4	14	6	10	8
JAPN-312	Integrated Advanced Japanese II	4	8	4	N/A	X
JAPN-321	Business Japanese I	3	6	3	N/A	X
JAPN-322	Business Japanese II	3	1	2	N/A	X
JAPN-334*	Media Japanese	3	9	7	8	15
JAPN-349	Catholicism in Japan	3	5	N/A	4	N/A
JAPN-363	Intro to Clas & Lit Japanese	3	N/A	3	N/A	N/A
JAPN-365	Modern Japanese Short Stories	3	N/A	N/A	N/A	8
JAPN-391	Introduction to Japanese Linguistics	3	N/A	N/A	6	X
JAPN-406	Endo Shusaku	3	10	N/A	14	X
JAPN-411	Japanese Literature in Film	3	43	39	57	78
JAPN-412	Japanese Anime Film	3	33	57	67	X
JAPN-414	Japanese Science Fiction	3	N/A	N/A	N/A	69

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
JAPN-416	21st Century Japanese Authors	3	N/A	N/A	34	N/A
JAPN-417	Basho's Travels	3	N/A	N/A	N/A	19
JAPN-418	Kurosawa: A History in Film	3	24	35	41	X
JAPN-422	Japanese in Social Context	3	4	N/A	7	N/A
JAPN-425	Topics in Kanji Learning	3	7	3	N/A	N/A
JAPN-430	Japanese Nationalism	3	6	7	9	N/A
JAPN-459	Senior Seminar	3	5	4	N/A	6

Korean

KREN-011	Intensive First Level Korean I	6	18	24	19	20
KREN-012	Intensive First Level Korean II	6	13	24	17	X
KREN-111	Intensive Second Level Korean I	6	2	16	11	6
KREN-112	Intensive Second Level Korean II	6	2	15	10	X
KREN-211	Third Level Korean I	4	8	7	9	5
KREN-212	Third Level Korean II	4	5	5	14	X
KREN-306	Introduction to Korean Culture I	3	8	4	4	9
KREN-307	Introduction to Korean Culture II	3	11	18	18	N/A
KREN-310*	Advanced Oral Communication I	3	N/A	N/A	6	4
KREN-311	Interactive Korean III Multimedia	3	3	N/A	N/A	N/A
KREN-312	Advanced Oral Communication	3	N/A	5	N/A	N/A
KREN-321	Business Korean I	3	7	N/A	15	8
KREN-322	Business Korean II	3	4	N/A	14	N/A
KREN-331	Readings in Korean: Current Affairs I	3	6	13	9	N/A
KREN-332	Readings in Korean: Current Affairs	3	9	12	7	N/A
KREN-341	Gender & Sexuality in Korean Culture	3	N/A	N/A	N/A	8
KREN-351	Readings in Korean Literature	3	3	7	7	N/A
KREN-352	Korean Lit. after 1900	3	16	5	N/A	N/A
KREN-361	Korean Myth and Folklore	3	15	3	N/A	N/A
KREN-363	Heroes and Legends	3	6	N/A	N/A	N/A
KREN-406	Studies in Korean Thoughts/Relg	3	9	8	N/A	3
KREN-407	Studies in Korean Thoughts/Relg II	3	5	8	N/A	N/A
KREN-411	Language & Soc in Film and Dra	3	13	N/A	N/A	N/A
KREN-456	Studies on North Korea	3	N/A	N/A	19	9
KREN-457	Studies on North Korea II	3	N/A	N/A	18	N/A

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
KREN-462	Korean Diaspora in NE Asia	3	N/A	18	8	N/A
KREN-463	Korean Diaspora in NE Asia II	3	N/A	13	17	N/A

Law

LAW	Asian Corporate Governance Seminar	2	11	N/A	N/A	N/A
LAW	Asian Law and Policy Studies Seminar (JD Seminar)	3	3	N/A	18	N/A
LAW	China's Financial Markets (LLM Course)	2	15	N/A	N/A	N/A
LAW	Chinese Law and Culture (JD Seminar)	2	14	N/A	N/A	N/A
LAW	Chinese Law Seminar (JD Seminar)	3	N/A	19	N/A	X
LAW	Global Cybercrime Law (LLM Course) (30%; comparative legal approach with East Asia)	2	6	3	N/A	X
LAW	Global Revolutions, Social Change, and NGOs (25% East Asia Content)	1	14	18	19	X
LAW	International Antitrust Law (25% East Asia)	3	N/A	12	N/A	N/A
LAW	Japan/US Comparative Legal Study (LLM Course)	2	4	8	N/A	X
LAW	Law and Foreign Investment in China (LLM Course)	2	28	36	9	2

Masters in Foreign Service

MSFS-507	Globalization of Intersocietal Relations (25% East Asia Content)	3	100	94	87	0
MSFS-524	China's Energy Challenges	3	N/A	N/A	16	N/A
MSFS-608	(HIST-608) China's Challenge to US	3	9	N/A	N/A	N/A
MSFS-609	Development and Demography in Asia	3	14	16	11	X
MSFS-613	Comparative Regional Economic Development (25% East Asia)	3	18	13	14	23
MSFS-633	Complex Emergencies: Asia/Beyond	3	9	N/A	N/A	N/A
MSFS-634	The BRICs & the World Economy (25% China)	3	18	16	N/A	N/A
MSFS-674	China-US Great Power Rivalry	3	N/A	12	N/A	15

Philosophy

PHIL-020	Introduction to Philosophy (25%; readings include Confucius and Buddha)	3	728	748	783	235
PHIL-172	Philosophy: East/West (25% East Asia Content)	3	N/A	N/A	25	N/A

Public Policy

PPOL-608	Asian Economic Development	3	N/A	N/A	17	2
PPOL-681	BRICS & The Global Economy	3	N/A	18	16	2

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
PPOL-685	History of Development (25% Japan Content)	3	13	9	20	2
PPOL-725	East Asian Development	1.5	8	N/A	N/A	N/A
PPOL-835	Chinese Economics and Policy	1.5	16	N/A	N/A	N/A

Russian and East European Studies

REES-513	Russia & China: Past, Present, Future	3	N/A	13	N/A	N/A
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Security Studies

SEST-532	Comparative Intelligence Policies (25% China/Japan)	3	37	31	27	18
SEST-571	Security Issues in East Asia	3	17	17	19	X
SEST-583	China and its Military	3	N/A	N/A	18	18

Sociology

SOCI-164	Japanese Society	3	57	64	53	X
SOCI-220	Global Inequality/SJ (50% East Asia Content)	4	13	4	8	10
SOCI-226	Consumerism/East Asian Societies	3	17	14	N/A	8
SOCI-249	Family and Gender in Japan	3	42	44	53	40

Science, Technology, and International Affairs

STIA-399	Strategy and Technology in Asia	3	N/A	19	N/A	N/A
STIA-451	Senior Seminar: Energy & Environment in China	3	N/A	N/A	15	N/A

Theology

THEO-027	Asian Philosophies	3	N/A	N/A	41	N/A
THEO-028	Buddhism & Poetry	3	34	N/A	31	N/A
THEO-029	Christianities in Asia	3	N/A	N/A	N/A	31
THEO-040	Muslim & Politics	3	30	N/A	N/A	N/A
THEO-050	Islamic Religious Thought & Practice	3	105	48	8	13
THEO-053	Religion and Aesthetics (50% Buddhist context of China/Korea/Japan)	3	40	N/A	34	N/A
THEO-054	Comparative Mythology (33%)	3	30	N/A	36	N/A
THEO-056	Tibetan Buddhism	3	N/A	33	N/A	N/A
THEO-064	Monasticism: Buddhism & Christianity	3	N/A	N/A	14	N/A
THEO-082	Islamic Law and Institutions	3	N/A	N/A	N/A	31
THEO-083	The Feminine in Religion (25% East Asia religions)	3	N/A	23	N/A	N/A

Course Number	Title (and E/A content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
THEO-091/607	Jesus Christ in a Pluralist Age (25% for Buddhist views of Jesus and Asian Christian perspectives)	3	N/A	32	30	N/A
THEO-115	Rel/Ethics: Early Chinese Thought	3	N/A	35	N/A	43
THEO-139	Chinese Religions	3	N/A	36	N/A	N/A
THEO-167	Introduction to Buddhism	3	84	86	80	57
THEO-172	Early Chinese Political Thought	3	N/A	N/A	34	N/A
THEO-180	Buddhism and Film	3	21	N/A	27	N/A
THEO-358	Adv. Readings in Buddhist Lit.	3	9	N/A	N/A	2
THEO-361	Buddhism & Christianity in the Secular World	3	12	4	7	N/A
THEO-362	Nirvana and Beyond	3	N/A	10	N/A	N/A
THEO-608	Buddhism and Modernity	3	N/A	N/A	3	N/A
THEO-703	Qur'an and Its Readers	3	N/A	N/A	N/A	3

Addendum: South Asia/South East Asia/Central Asia Courses

Anthropology

ANTH-100	Intro to Cultural Anthropology (Includes 25% South Asia Content)	3	N/A	N/A	48	5
ANTH-225	Environmental Anthropology (Includes 25% South Asia Content)	3	N/A	N/A	16	N/A
ANTH-310	Doing Anthropology Fieldwork (Includes 25% South Asia Content)	3	N/A	N/A	N/A	11

Art History

ARTH-274	South/Southeast Asian Art	3	N/A	20	N/A	N/A
ARTH-469	Politics of Display in South Asia	3	N/A	N/A	7	N/A

Asian Studies

ASST-501/INAF-431	South Asia: Issues of War & Peace	3	N/A	7	2	14
ASST-503	Political Legitimacy in SE Asia	3	N/A	13	N/A	N/A
ASST-506	Colonialism & Culture	3	N/A	N/A	1	N/A
ASST-549/INAF-351	Post 1979 Pakstn, Afghan, Iran	3	N/A	12	N/A	X
ASST-706	Exploring Limits in Southeast Asian Diplomacy	3	N/A	N/A	12	13
ASST-711	Politics & Societies: SE Asia	3	N/A	N/A	3	X

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
ASST-712	Voters/Elections: India/South Asia	3	N/A	N/A	N/A	3

Culture and Politics

CULP 291	Engaging Cultural Plurality: India	3	N/A	N/A	4	N/A
CULP 293	Political Theatre in India	3	N/A	N/A	3	N/A
CULP 409	Modern India: Cinema & Democracy	3	N/A	3	N/A	N/A

Liberal Studies - Humanities and Social Sciences and Human Values

BLHS-410	South Asia: Challenges Foreign/Domestic Politics	3	N/A	N/A	N/A	1
LSHS-429	US-Vietnam Relations: Five Them	3	7	N/A	N/A	N/A
LSHS-472	ASEAN: Southeast Asian Tigers	3	N/A	N/A	7	0
LSHV-464	Gandhi's India	3	N/A	13	N/A	5

English

ENGL-042	Gateway: Modern South Asian Literature	3	19	N/A	N/A	N/A
ENGL-198	Contemporary India: Film & Literature	3	N/A	15	23	13
ENGL-202	India in Anglo-Amer Lit & Cult	3	N/A	N/A	6	N/A
ENGL-259	Bollywood & India Cinema	3	N/A	29	N/A	N/A

Global Executive MBA

GMBA 940	Integ: Consulting Project - India	2.5	N/A	N/A	35	N/A
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Government

GOVT-228	South Asian Politics: India/Pakistan	3	N/A	32	13	N/A
GOVT-445/503/652	Indian Political Economy	3	N/A	5	7	N/A

History

HIST-126	FY Sem: Gandhi & World History	3	N/A	N/A	14	N/A
HIST-126	History of Southeast Asia I (25% for attention to Japanese occupatio & Simification of Vietnam)	3	50	N/A	N/A	N/A
HIST-127	History of Southeast Asia II (25% for attention to decolonization, regionalism, and big power rivalry)	3	49	N/A	N/A	N/A
HIST-128	History of South Asia I	3	38	N/A	17	16
HIST-129	History of South Asia II	3	N/A	50	N/A	N/A

Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
HIST-220	British Colonialism in South Asia	3	N/A	N/A	9	N/A
HIST-228	Religion & Pol in South Asia	3	N/A	7	N/A	N/A
HIST-420	Kipling's India: Mkng Colnl Soc	3	11	N/A	N/A	N/A
HIST-486	America in Vietnam	3	22	N/A	N/A	N/A
HIST-808	The Politics of Violence (South Asia-Focused)	3	N/A	5	N/A	N/A

International Affairs

INAF-100	Proseminar: Burma/Myanmar as Nexus	3	N/A	14	N/A	N/A
INAF-244	Pol & Poverty in South Asia	3	17	N/A	N/A	N/A
INAF-263	Burma/Myanmar in Transition	3	N/A	18	N/A	N/A
INAF-292	Voters/Elections: India/Asia (Offered as Separate Undergraduate Course)	3	N/A	N/A	N/A	3
INAF-354	US/India/Pakistan/Afghanistan	3	16	N/A	N/A	N/A
INAF-368	India/Neighbors: Reg/Wrld Pol	3	12	N/A	N/A	N/A
INAF-340/378	ASEAN: Past & Present	3	16	15	11	14
INAF-379/INAF-100	Somalia-Iraq/Afghanistan: A New World	3	16	N/A	20	0
INAF-389	U.S.-Southeast Asian Relations in the Post-9/11 World	3	12	8	11	X
INAF-404	The Pivot: US & Contemporary SE Asia	3	N/A	9	N/A	N/A
INAF-420	Cultures & Society: Modern India	3	N/A	4	N/A	N/A
INAF-467	Medicine, Science and Power in South Asia	3	N/A	3	N/A	N/A
INAF-469	Burma/Myanmar as Nexus: Regional Dilemmas (25% China relations)	3	21	N/A	N/A	N/A
INAF-477	Interfaith Dialogue in SE Asia	3	3	N/A	N/A	N/A
INAF-490	Economic Development in Southeast Asia	3	9	16	N/A	N/A
INAF-351/549	Post 1979 Pakistan, Afghanistan, Iran	3	14	N/A	14	X
INAF-565/INAF-431	South Asia: Issues of War and Peace	3	5	N/A	N/A	18

International Politics

IPOL 373	US Engagement in Afghanistan	3	13	N/A	N/A	N/A
IPOL 376	Pakistan: Masjid, Mil, Militants	3	N/A	14	14	X

Public Policy

PPOL-830	South Asian Economic Development	1.5	16	8	N/A	N/A
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Russian and East European Studies

REES-425	Central Asia: Foreign/Domestic Relations	3	N/A	N/A	20	9
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Course Number	Title (and EA content where not 100%)	Hrs	2011-2012	2012-2013	2013-2014	2014-2015
REES-428	Central Asian Politics in Anthropological Perspective	3	N/A	N/A	18	N/A
REES-440	History & Politics of Central Asia	3	N/A	1	N/A	N/A
REES-455	Demography and Health in Eurasia	3	N/A	N/A	8	N/A
REES-482	Security Issues: Russia/Eurasia	3	18	20	N/A	N/A
REES-553	Migration & Diaspora in Eurasia	3	1	N/A	N/A	N/A
REES-560	Security Issues in Central Asia	3	9	12	N/A	N/A
REES-562	Afghanistan: Politics/Geopolitics/Security	3	11	11	6	N/A
REES-600	Business Dynamics in Eurasia	3	8	9	7	N/A
Security Studies						
SEST-573	Security Problems in South Asia	3	30	27	5	18
SEST-580	Stability Challenges: S/SE Asia	3	16	18	18	X
SEST-581	Security Issues: Central Asia	3	N/A	12	N/A	X
Science, Technology, and International Affairs						
STIA-419	Energy and Environment in Eurasia	3	22	26	16	N/A
Theology						
THEO-051	Hinduism Today	3	34	N/A	31	13
THEO-057	Hinduism Religious Tradition	3	26	61	29	17
THEO-059	Philosophies of Hinduism	3	N/A	29	26	N/A
THEO-117	Islam in South Asia	3	N/A	13	N/A	N/A

Appendix 4: Performance Measure Forms

1. Project Goal Statement # 1: By the end of the 4-year grant period, ASP will increase the quality of pedagogy on East Asia at K-14 schools by improving the readiness of at least 500 regional K-14 teachers and pre-teachers to instruct on the region, ultimately reaching 5,000 K-14 students with improved EA instruction. *Community undergoing change: K-14 teachers and pre-teachers.*

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Equip 75 Howard University School of Education students to deliver quality instruction on East Asia through a global studies course with world region content provided by faculty from each of GU's NRCs.	A1) In Year 1, hold a GU-HU faculty and administrator workshop to explore areas of expertise and academic priorities and to create ideas for mutual guest lectures and curriculum training development. A2) In Year 1, hold guest lectures by 1 GUNRC faculty at HUSOE and vice versa. A3) With other GU NRCs, jointly develop 1 global studies course for HUSOE students and offer it in Years 2-4. A4) By invitation, invite 1 qualified HUSOE students to join research trips to Asia with GU faculty and MASIA students (e.g. KAKEHA SHI Young Professionals Exchange Program).								
B) Equip 80 Lord Fairfax Community College faculty, education students, and LFCC Education Consortium K-12 teachers and	B1) Supply 1-2 GU East, Southeast, and South Asia faculty experts to provide seminars for LFCC's annual "Global Awareness Day" event. B2) Supply 1-2 GU East, Southeast, and South Asia faculty experts for workshops held by the LFCC Educational Consortium. B3) Extend the "Asia Scholar Access Pass" to two								

<p>administrators to deliver quality instruction on East Asia through professional development activities.</p>	<p>LFCC education program faculty or students annually.</p> <p>B4) Solicit LFCC faculty research for publication consideration in the new <i>Georgetown Journal of Asian Affairs</i>.</p> <p>B5) By invitation, annually invite 1-2 qualified LFCC faculty or pre-teachers to join research trips to Asia with GU faculty and MASIA students (e.g. KAKEHASHI Young Professionals Exchange Program).</p>						
<p>C) Equip 400 additional K-14 teachers and pre-teachers to deliver quality instruction on East Asia through professional development and other activities.</p>	<p>C1) With other GUNRCs, jointly provide multi-region expertise for social studies curriculum development in the District of Columbia Public Schools, through on-campus workshops and/or consultations with designated research assistants and consultants.</p> <p>C2) By invitation, annually invite 1-2 qualified teachers and pre-teachers to join research trips to Asia with GU faculty and MASIA students (e.g. KAKEHASHI Young Professionals Exchange Program).</p> <p>C3) With the other GUNRCs, jointly develop and present 1 World Religions Seminar in Summer 2016.</p> <p>C4) With the other GUNRCs, jointly develop and hold 1 seminar for K-14 teachers each year on important topics in global affairs (water, revolution, energy, refugees) as they pertain to each NRC's world region.</p> <p>C5) Initiate an annual speaker series featuring women leaders representing U.S. relations with EA, SA, and SEA, to be held at GU and at area community colleges.</p> <p>C6) Maintain National Consortium for Teaching about Asia curriculum training and professional</p>						

1. Project Goal Statement #2: By the end of the 4-year grant period, ASP will increase the number of students graduating with advanced EA area knowledge by 10% and with proficiency in EA languages by 20%. Community undergoing change: Georgetown students and graduates.								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
A) Increase the number of students graduating with advanced EA area knowledge (including by graduating 35% more MASIA students annually by the end of the grant period), and the value of the MASIA and ASGC, by adding 5 area instruction courses. *Regarding GPR Measure 4, GU offers 2 majors in East Asia LCTLs; 3 minors in East Asia LCTLs; 3 degree programs in Asia area studies; and 2 certificates in Asian studies (see Table 2-1).	A1) Institute 1 three-year visiting position in Korean studies (all grant years). A2) Offer five new courses: Japanese Political Economy, Human Security in Asia, China Business & Economy, China-India Relations, and China-Southeast Asian Relations (to be offered all grant years).							
B) Increase the number of students graduating with advanced EA knowledge (including by graduating 35% more MASIA students annually by the end of the grant period) by creating opportunities for two students annually to complete an academic immersion program in China, Japan, and Korea.	B1) Offer scholarships to two students annually to attend the 3-Campus Comparative East Asian Studies Program.							

1. Project Goal Statement #3: By the end of the 4-year grant period, ASP will expand faculty contributions to the field of EA studies and the advancement of scholarly debate on EA by 8% (in the number of publications, manuscripts, and conference presentations). Community undergoing change: Georgetown EA faculty.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Expand faculty contributions to the field by 8% by maintaining existing research/travel funding and publication channels.	A1) Maintain EA faculty research fund and provide faculty research and travel fellowships. A2) Continue ASP faculty's hosting/editorship of the "Contemporary Asia in the World" book series, publishing about 2 books per year.							
B) Expand faculty contributions to the field by 8% by creating new publication opportunities.	B1) Create the <i>Georgetown Journal of Asian Affairs</i> and publish twice yearly. B2) Hire 1 student editor to support the new journal.							
C) Expand faculty contributions to the field by 8% by purchasing new library acquisitions and subscriptions in line with faculty research needs.	C1) Purchase access to <i>Pishu</i> database, <i>NK News</i> , and the <i>Tibetan Buddhist Resource Center Core Text Collections</i> . C2) Purchase e-books in line with faculty research needs.							



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

June 19, 2014

Dear Peer Reviewer,

I write to convey my endorsement of a partnership between the District of Columbia Public Schools and Georgetown University's National Resource Centers for Middle Eastern Studies, East Asian Studies, and Russian/Eurasian/East European Studies in the 2014-2018 Title VI grant cycle.

The supported activities in this partnership will be an asset to our current and future teachers and students. The proposed Title VI-supported Georgetown assistance with DCPS social studies curricular development will provide the resources and expertise necessary to realize our globalized education goals. The supplemental regional studies modules created with the assistance of Georgetown's three NRCs will guide DCPS teachers in implementing the District's new social studies curriculum.

We believe DCPS students will benefit greatly from a more globalized social studies education. Additionally, our teachers will also benefit from other Georgetown-sponsored teacher professional development activities in which they are invited to participate.

Once again, it is with excitement that I endorse this partnership between DCPS and Georgetown University and look forward to its continued growth over time. Please do not hesitate to contact me if you have any questions.

Sincerely,

Kaya Henderson /ms

Kaya Henderson
Chancellor, District of Columbia Public Schools

HOWARD UNIVERSITY

School of Education
Office of the Dean

June 18, 2014

Dear Peer Reviewer:

I write to convey the strong support of Howard University's School of Education (HUSOE) for the partnership between HUSOE and Georgetown University's National Resource Centers on the Middle East and North Africa, East Asia, and Eurasia, Russia and Eastern Europe in the 2014-2018 Title VI grant cycle.

The supported activities in this partnership will be an asset to both pre-service and current teachers and education administrators in the Washington, D.C. area. The proposed jointly taught course on Global Studies will empower future and current educators to incorporate internationalized content and perspectives into their lessons in a variety of content areas including social studies, the literary arts, and the STEM subjects. The course will also be an important component of our new international internship/seminar requirement for our B.S. in Elementary Education program, which students must complete in their final semester at Howard. We believe Howard students, as well as potentially other students from the Washington Consortium of Universities, will benefit greatly from this interdisciplinary course. This partnership will also permit HUSOE students, both graduate and undergraduate, to participate in other Georgetown-sponsored teacher professional development activities which will be developed through these National Resource Centers. Faculty here at HUSOE will be able to incorporate that content into their teaching here at Howard. Beyond that, we are confident the collaboration will lead to further innovative opportunities to add a deeper understanding of the regions covered by these NRCs into teacher education here at Howard.

Once again, I know that our faculty who have helped in shaping this partnership are excited about its potential, and, it is with enthusiasm that I fully endorse this partnership between Howard and Georgetown Universities and look forward to its continued growth over time. Please do not hesitate to contact me if you have any questions.

Sincerely,

Leslie T. Fenwick (mm)

Leslie T. Fenwick, Ph.D.
Dean



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Washington, DC 20059

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Lord Fairfax Community College
173 Skirmisher Lane
Middletown, VA 22645

June 11, 2014

Dear Sir or Madam:

It is with excitement that I fully endorse a partnership with Georgetown University's National Resource Center for East Asia in providing educational and professional development programming on East Asia to our students and current professional educators in the K-12 community through our Educational Consortium.

Each of the supported activities in this partnership will be an asset to both pre-service teachers and current teachers. The opportunity for current community college students to access Georgetown University's Asia-related events and library resources will give them a closer look into the university world to which they transfer when they leave community college in pursuit of their Bachelor's or Master's degrees and teacher licensure. In addition, events where they can participate along side current K-12 teachers will give them insight into what some of their professional life will entail in their future and begin professional networking. Clearly, participating in study tours to Asia can only enhance their skills as teachers of Asian history and culture as part of the world history in Social Studies classes.

Once again, it is with excitement that I fully endorse this partnership and look forward to the professional growth of both the participating LFCC's pre-service teachers and the K-12 professional educators we serve through the Educational Consortium. Please do not hesitate to contact me if you have any questions.

Sincerely yours,

Lori A. Killough, MS Ed.
Assistant Professor of Education
Education Program Lead
(540) 868-7239
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